



CURRICULUM BOOKLET

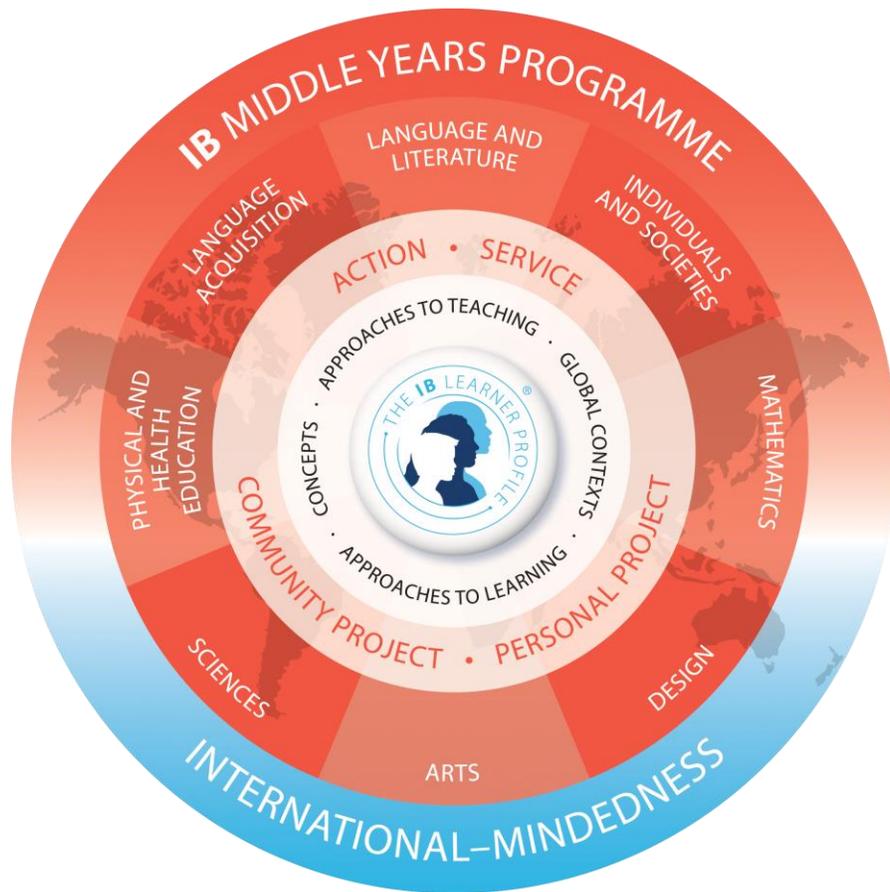
**FIS MYP PROGRAM AND ASSESSMENT CRITERIA:
MYP PROJECTS, LANGUAGE AND LITERATURE,
MATHEMATICS, SCIENCE, INDIVIDUALS AND
SOCIETIES, DESIGN, VISUAL ARTS, PERFORMING
ARTS, PE/HEALTH, RELIGION, ARABIC, FRENCH,
MOTHER TONGUE, SEND/EAL SUPPORT**

**MYP 1,2,3
(Gr. 6,7,8)**



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The Middle Years Programme

The Middle Years Programme (MYP) is an international curriculum framework designed for children 11 to 16 years of age. It combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create an engaging, relevant, challenging and significant educational programme.

The MYP applies a comprehensive in-depth concept-based inquiry-driven collaborative approach to learning. Through a process of collaborative inquiry learners gain knowledge and develop 21st century skills as they work to understand and create meaning from real life experiences. The MYP is an international model designed for concurrency of learning in student learning styles, teaching methodologies and assessment strategies.

The MYP framework is composed of a transdisciplinary model where global contexts, interdisciplinary key concepts and subject specific related concepts are explored both in and outside of the classroom. The subject groups are interrelated and integrated wherever possible, providing learners opportunities to make connections vertically and horizontally throughout their IB learning.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learners strive to be

<i>Inquirers</i>	<i>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</i>
<i>Knowledgeable</i>	<i>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</i>
<i>Thinkers</i>	<i>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</i>
<i>Communicators</i>	<i>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</i>
<i>Principled</i>	<i>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</i>
<i>Open-minded</i>	<i>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</i>
<i>Caring</i>	<i>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</i>
<i>Risk-takers</i>	<i>They approach unfamiliar situations and uncertainty with courage and fore thought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</i>
<i>Balanced</i>	<i>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</i>

The MYP Curriculum Framework:

The MYP:

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education, the workplace and a lifetime of learning.**

MYP Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

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

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

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

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

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

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

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

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

The aims of MYP language and literature are to encourage and enable students to:

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

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

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

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

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

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

Global contexts for teaching and learning

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

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers and students identify a standard global context for teaching and learning, or they develop additional contexts that help students explore the relevance of their inquiry (why it matters).

MYP GLOBAL CONTEXTS:

<p>Identities and relationships</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Orientation in space and time</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</p>
<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Scientific and technical innovation</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
<p>Globalization and sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Fairness and development</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>
<p>Sample Student / Teacher developed context</p> <p>Sustainability, Innovation, Environment, Creativity, Technology, Well-being etc.</p>	

Key Concepts:

The MYP is a concept-based curriculum that encourages students to construct meaning through critical thinking and the transfer of knowledge. Students deepen their understanding and learn to approach the concepts from different perspectives. The MYP identifies these key concepts to support and structure their inquiries.

MYP Key Concept	General Descriptor and Subject Specific Descriptors
Aesthetics	<p><i>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</i></p>
	<p>Art <i>In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.</i></p>
Change	<p><i>Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</i></p>
	<p>Art <i>The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.</i></p>
	<p>Physical and health education <i>In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.</i></p>
	<p>Sciences <i>In sciences, change is viewed as the difference in a system's state when observed at different times. This change could be qualitative (such as differences in structure, behaviour, or level) or quantitative (such as a numerical variable or a rate). Change can be irreversible, reversible or self-perpetuating.</i></p>
	<p>Individuals and Societies <i>For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.</i></p>

<p><i>Communication</i></p>	<p><i>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal).</i></p>
	<p>Art <i>Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.</i></p>
	<p>Language and literature <i>Through exploring texts, we exchange, express, analyse and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.</i></p>
	<p>Language acquisition <i>Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.</i></p>
	<p>Physical and health education <i>Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.</i></p>
	<p>Design <i>While exploring the concept of communication, students develop an awareness and understanding of how, why and when we need to ensure that clear messages are given and received throughout the design process. It ensures that ideas can be communicated clearly and each person involved in the development of an idea from conception to use has a common and consistent understanding of the solution and its function. Communication drives invention to become innovation.</i> <i>When inquiring and analysing, students need to communicate with clients and target markets to identify the design need. When developing ideas, students engage in internal dialogue, using design sketches and models to think through the feasibility of their ideas. When creating the solution, students need to develop clear plans that can be followed easily. The final product must also clearly communicate its intent and how a user interacts with it.</i></p>

<p>Communities</p>	<p><i>Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.</i></p>
	<p>Design <i>Through MYP design, students will develop an understanding that a solution to a problem for one community will create problems for another, some on a small or even personal scale, while others may be far-reaching, affecting communities thousands of miles away or the global community.</i> <i>When establishing the need and developing the design brief, the student always considers the community, whether this is a community that affects the design (target audience) or one that is affected by it. When developing ideas, engagement with the target audience and client drives the development to ensure it is fit-for-purpose, and the student must engage with the communities that effect and are affected by the solution when evaluating its effectiveness in solving the problem</i></p>

<p>Connections</p>	<p><i>Connections are links, bonds and relationships among people, objects, organisms or ideas.</i></p>
	<p>Language and literature <i>Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.</i></p>
	<p>Language acquisition <i>Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.</i></p>

<p>Creativity</p>	<p><i>Creativity is the process or ability to make or produce something new and original, often characterized by the use of imagination or divergent thinking. It may be evident in the process as well as the outcome, solution or product.</i></p>
	<p>Language and literature <i>In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.</i></p>
	<p>Language acquisition <i>Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.</i></p>

<i>Culture</i>	<i>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.</i>
	<p>Language acquisition <i>Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.</i></p>

<i>Development</i>	<i>Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.</i>
	<p>Design <i>All ideas need refinement, through development, to become successful, appropriate and feasible. The development of solutions allows problems to be solved with greater success. Even though the name suggests that the main focus of development would be found in developing ideas, students have to develop research plans as and when they realize that there is further information they need in order to solve the problem. Students constantly adapt and change their plans when creating the solution, dependent on the thoroughness of their planning and, when evaluating, students develop testing methods to assess the success of the solution.</i></p>

<i>Form</i>	<i>Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.</i>
	<p>Mathematics <i>Form in MYP mathematics refers to the understanding that the underlying structure and shape of an entity is distinguished by its properties. Form provides opportunities for students to appreciate the aesthetic nature of the constructs used in a discipline.</i></p>

<i>Global interaction</i>	<i>Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</i>
	<p>Individuals and societies <i>For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.</i></p>

<i>Identity</i>	<i>Identity is the state or fact of being the same. It refers to the particular features which define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.</i>
	Art <i>In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.</i>

<i>Logic</i>	<i>Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.</i>
	Mathematics <i>Logic in MYP mathematics is used as a process in making decisions about numbers, shapes, and variables. This system of reasoning provides students with a method for explaining the validity of their conclusions. Within the MYP, this should not be confused with the subfield of mathematics called "symbolic logic."</i>

<i>Perspective</i>	<i>Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</i>
	Language and literature <i>Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.</i>

<i>Relationships</i>	<i>Relationships are the connections and associations between properties, objects, people and ideas-including the human community's connections with the world in which we live. Any change in relationship brings consequences-some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.</i>
	Mathematics <i>Relationships in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding.</i>
	Physical and health education

	<i>In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.</i>
	<p>Sciences <i>Relationships in sciences indicate the connections found among variables through observation or experimentation. These relationships also can be tested through experimentation. Scientists often search for the connections between form and function. Modelling is also used to represent relationships where factors such as scale, volume of data, or time make other methods impractical.</i></p>

<i>Systems</i>	<i>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</i>
	<p>Individuals and societies <i>For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.</i></p>
	<p>Sciences <i>Systems in sciences describe sets of components that function due to their interdependence or complementary nature. Common systems in science are closed systems, where resources are not removed or replaced, and open systems, where necessary resources are renewed regularly. Modelling often uses closed systems to simplify or limit variables.</i></p>
	<p>Design <i>While exploring the concept of systems, students develop an awareness and understanding that everything is connected to a single system or multiple systems. Products and solutions are systems of components combined to carry out a specific function. Systems also structure processes: the design cycle is an example of a system. Open loop systems have an input, process and output. Closed loop systems have an input, process, output and mechanism for feedback. The student designs and develops systems for testing products when inquiring and analysing, and when developing testing methods for evaluating. Throughout developing ideas and creating the solution, students will develop a system or systems to solve that problem in the form of a product or solution. This is an inherent part of each objective.</i></p>

<i>Time, place and space</i>	<i>Time, place and space: The intrinsically-linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. 'Time, place and space' focuses on how we construct and use our understanding of location ("where" and "when").</i>
	<p>Individuals and societies <i>For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and</i></p>

	<p>meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).</p>
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MYP Related Concepts by Subject:

The MYP Related Concepts are indications of the content students will investigate in each subject.

Arts Related Concepts:

Audience: An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for engaging audience, different types of audiences and how the audience–artist relationship affects and influences the arts.

Boundaries: The parameters that define a personality, a culture, an environment, civil law, a skill set or a belief structure. The concept of boundaries can include: themes, issues and concepts; the imagined or physical boundary between performance space and audience; the subversive or provocative nature of the arts; the dividing line between what is real and what is fictional; private and public space; the relationships between characters.

Composition: The intentional organization or contrast, balance, arrangement or awareness of the elements and principles of art for a particular purpose in the creation of art. These may include tension and release, repetition and variety, unison and harmony, sound and silence, theme and variation, and dynamics and energy.

Expression: The representation of feelings and emotions, ideas, thoughts, beliefs, values and opinions in the process of visual or physical articulation. It can include signs, symbols, semiotics or any other imagery to capture the artist intention. It is something you do, create or play that shows what you think or feel. Expression facilitates the communication of an idea.

Genre: Different artistic expressions that create a style when grouped by the same use of techniques, in a distinctive manner regarding theme, content or practice.

Innovation: An altered interpretation or the experimentation of ideas, techniques and media. It ensures originality and creativity by new ways of presenting ideas and unusual use of media. The invention of new functions and ways of working.

Interpretation: The understanding of experiences and events mainly through the reference frame of our own reality and contexts. The understanding of the meaning of an artist’s creative work and artistic expressions. An artist’s distinctive personal version expressed by stylistic individuality.

Narrative: A spoken, written or visual account of connected events; a story, which may be fictional or non-fictional. The narrative may manipulate the viewpoint of the audience: bias is persuasive narrative designed to deliver a particular mandate, brief or point of view.

Play: Play can occur in an artistic process or product. In process, play is experimentation— playing with ideas, characters, and techniques. This may be structured or free play. Improvisation is a structured approach to play, which often has the elements of a game and may involve particular rules. In product, play can be a collective creation of a theatre piece or a pre-existing piece of theatre that is authored and documented and that is transformed into live action.

Presentation: The choice of medium, tool, and exhibition or performance space that contributes to audience understanding of the meaning or purpose of the art piece.

Representation: The description, depiction or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.

Role: The development, adoption and portrayal of a character. The performer has to consider how to communicate the character's psychology, emotions and physicality. This is concerned with examining situations, issues, concepts and texts from the perspective of a role. Different approaches, ideas and texts can be used to create and portray a character. The individual roles of instruments can be harmonic, rhythmic or melodic.

Structure: This refers to the shape, timing and organization of the art and the factors that determine how a piece or performance is shaped. It takes into consideration form, function, narrative, melody, harmony, contrast, focus and the construction of smaller parts to create a whole.

Style: A type of art characteristic of a group of people, person or period of time and belonging to a shared tradition or set of conventions. Art conforming to an established form.

Visual culture: A field of study that generally includes some combination of cultural studies, art history, critical theory, philosophy, and anthropology, by focusing on aspects of culture that rely on visual images.

Related Concepts in Design:

Adaptation

Adaptation involves incorporating ideas found in one product into the development of a new product.

Collaboration

Collaboration involves two or more people sharing expertise and experience, working together to solve a problem and realize shared goals.

Ergonomics

Ergonomics is the application of scientific information and understanding of how humans relate to products, systems, interfaces and environments.

Evaluation

In design, evaluation involves the gathering and processing of data to determine an action. Evaluation involves feedback, which can be used to control, revise or modify.

Form

Form concerns the overall shape and configuration of a product. It relates to aspects such as aesthetics, shape, colour and texture.

Function

The function of a solution refers to what it has been designed to do and how effective it is at enabling that action to be performed.

Innovation

Innovation is the successful diffusion of an invention into the marketplace.

Invention

An invention is an entirely novel product or a feature of a product that is unique.

Markets and Trends

Markets can be considered as sectors and segments comprised of groups of individuals with similar needs.

Trends involve short- and long-term patterns of consumer behaviour.

Perspective

Perspective relates to the point of view of various stakeholders involved in solving a problem. Stakeholders can have different perspectives and can include clients, target audiences, focus groups, consumers, manufacturers and experts.

Resources

Resources relate to the supply of a commodity. In MYP design, these commodities can be classified as information, materials and equipment.

Sustainability

Sustainability is the capacity to endure, which can have environmental, economic and social dimensions. In MYP design, sustainability can be considered in the following ways:

- Green and Eco-design
- Sustainable consumption
- Sustainable design
- Sustainable development
- Sustainable innovation
- Sustainable production

History Related Concepts:

Causality (cause and consequence): Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the "short term" and "long term". The problem of "multiple causality" has also been central to historiography.

Civilization: Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.

Conflict: Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.

Cooperation: Cooperation is the action or process of individuals or societies working together towards the same end. Historians examine the cooperation between societies, individuals, and environments in order to determine the positive, negative, short-term, and long-term factors that define/derive a historical event or process.

Cooperation can be a catalyst for change or continuity. Cooperation between actors implies certain levels of responsibility.

Culture: Culture encompasses a range of unique experiences, behaviours, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system.

Governance: Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them.

Identity: Identity is the combination of the values, beliefs and experiences that define, shape and inform who we

are, our perspectives and how we behave as individuals, communities, societies and cultures. Identity shapes historical processes and interpretations. Identity is shaped by external and internal influences and it is relational (the notion of “we” as opposed to “them”). This concept refers to how both individual and group perceptions of the self, form, evolve and are expressed. From a historical perspective, identity can be examined as a cause or consequence of an event, idea or process. Additionally, the notion of citizenship appears as a politically and historically relevant form of identification on the part of peoples.

Ideology: An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of ways. For example, through the definition of certain rights and responsibilities.

Innovation and revolution: Innovation incorporates the understanding of processes that drive change and invention. In history, this concept looks at the process of generating new ideas, events, movements, products or solutions through the alteration, transformation, reorganization, restructuring, rearrangement, or renovation of existing ideas, events, movements, products or solutions. Innovation involves individuals and societies because they use their capacity to create, contrive and initiate a capacity that can lead to both positive and negative consequences in the short term and the long term.

Interdependence: Interdependence is the state of two or more individuals, groups or societies being reliant on each other. This mutual dependence is often derived from a need for individuals, groups or societies to grow, develop, change and/or advance. Interdependence can lead to a variety of results, both positive and negative. These results can be the same or different for the parties involved in the interdependent relationship. As well, these results can change depending on the time period and location in which the individuals, groups and/or societies exist. Relations of interdependence are not necessarily horizontal.

Historiography can also study processes of dependency, domination and power between peoples or nations.

Perspective: Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event.

Significance: Significance is a concept of a different nature as it is more clearly related to the craft of the discipline. It refers to the quality of having great value taking into account the historical context. Historical context is the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something from history, we must look at its context—those things that surround it in time and place and that give it its meaning or value. In this way, we can gain, among other things, a sense of how unique or ordinary an event or idea seems to be in comparison to other events and ideas.

Geography Related Concepts:

Causality (cause and consequence): Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. Geographers understand that behind every geographical phenomenon—be it physical or human—there is an outlying “cause” which leads to an “effect”; the consequence(s) of which can either be known or unknown. Causes can be direct or intervening, and they can be internal and external. Geographers study causality not only as fixed and end points of geographical phenomena, but also in the events and actions that occur in between these points. An example of which is the causality of plate tectonics; geographers analyse the cause and effects of plate tectonics, but also plate tectonic sub-themes such as disaster management and P and S waves. Causality in geography is inherently linked with the key

concept of “change” and can exist across a wide spectrum of times, places and spaces, another of the individuals and societies key concepts.

Culture: Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment. Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization. Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology. Units that explore the related concept of culture could include issues of cultural diffusion, cultural contestation, and the process of consumerism.

Disparity and Equity: Equity involves concerns about fairness and justice. Disparity is the uneven distribution of a given quality, indicator or resource and it can be opposed to the concept of equity. Geography is often the study of the condition or fact of being unequal—recognizing that the world around us has inequality, disproportionate opportunity and discrepancy, which, creates disparity. What causes the gap between those that have and those that have not? What does it mean “to have” and to “have not”? What is the perception of a disparity? As a related concept, disparity should have a degree of scale and harness the essential drivers of disparity: economics, opportunity, access to resources, choices, values and freedom. Inequality might be based on gender, ethnicity, age, location, citizenship and income, among other variables.

Diversity: The point or aspect by which things differ is critical to the study of geography both in the human and physical senses. Both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world. Places, environments and peoples are diverse. Diversity can be investigated over time and space. The focus could be on physical or cultural diversity.

Globalization: As a related concept, globalization encompasses local, national and global repercussions and expectations for our “shrinking” world. It has been characterized by some geographers as a process of time–place convergence and it is characterized by an increasing interdependence among peoples and nations. The cultural, political and economic interconnectedness of the global economy is an undeniable trend that has been amplified by rapid improvements in technology and communication systems. Globalization can be simultaneously positive and negative for people and the natural environment depending on the range of changes that result and the perspective of the analyst. Globalization as a concept has also been questioned by some who have preferred to speak of processes of “westernization”, “glocalization” or “mundialization”.

Management and Intervention: Management can be defined as the human intervention in both natural and human contexts to achieve desired ends. MYP geography courses should consider the ways in which humans respond to the challenges of managing quantity and quality of resources, as well as the consequences of management. Often we see these as ways of solving problems through finding ways to preserve unique components of our lithosphere (land/waste management), hydrosphere (coastal/ water management), biosphere (conservation and animal/plant/agricultural management) and atmosphere (clean air management). Management can be embedded into political geography as a related concept by looking at governance through laws or education to enable better choices. Decision-making and management are dependent on the differences in the balance of power held by different stakeholders (see related concept of power).

Networks: Networks are interconnected groups or systems. Networks are usually composed of nodes or parts that depend upon each other; when one of these nodes or parts changes it usually affects the other parts. These individual parts of a network usually exist within a measurable hierarchical scale. In geography, the concept of networks can be explored in a vast array of sizes and level of complexity. A network can range from the populations of herbivores within a national park to all of the lakes, aquifers, rivers and streams in the Amazon Basin. Also, networks can be explored at the world systems level with the interaction between the core and the periphery. Geographers understand that most of the processes they study are not isolated phenomena but rather interconnected pieces of a greater network. Networks are intrinsically linked to the key concept of “systems” and they exist across a wide spectrum of times, places and spaces, another of our key concepts.

Patterns and trends: Patterns are regular arrangements of something in a study area (space or place) and trends are regular arrangements of something over time. Patterns and trends can be established at different levels of

analysis or at different scales, from the local to the national and regional, to the global. Patterns and trends can also be used as important tools to help predict and anticipate geographic processes in both human and natural contexts. Patterns and trends in geography are inherently linked to the concept of "systems" and they exist across a wide spectrum of times, places and spaces, another of our key concepts.

Power: Power of individuals and of groups can be defined as a capacity to make things happen. Within geography, the balance of power can be considered in terms of physical processes, such as the power of erosion versus deposition. The balance of power is also significant in terms of human development and interaction—the relative power of government, transnational corporations, multilevel government organizations, civil society organizations and the rights of individual communities and citizens. MYP geography courses should seek to understand not only how people and environments are interlinked with and within themselves but also how power underpins those relationships. The concept of power raises the issue of equity and the rights of different groups, including gender groups, and the rights of indigenous peoples in the competition over resources. Competition in geography is the struggle among conflicting interests. Competition over resources (land, food, timber, water, oil and other energy sources) is central to the study of modern-day geography and it raises the question of the rights to resources and power over them.

Processes: Processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography. These can have expected or unintended outcomes. This as a related concept is widely applicable across all areas of geography. A process that is particularly important for geographers is that of development. Even though the definition of development is subject to much debate (especially regarding its indicators), it can be understood as a social, economic and political process that enables the rise in the standards of living of the population.

Scale: Scale represents the proportional relationship between a certain distance on a map and a certain distance on the Earth's surface. Scale as a related concept looks at the local, regional, national and international/global framework that the subject specific content is applicable to. Use of this related concept emphasizes that challenges, problems and ideas can be analysed at one of these scales and/or the interrelation among them. There should be recognition that they do not only happen in situ but also have an effect on each other.

Sustainability: The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies. It can be defined as the use of global resources at a rate that allows natural regeneration and minimizes damage to the environment (DP Environmental systems and societies guide [January 2008]). The use of resources (physical, human, cultural) in geography is the foundation for many topics relating to depletion or damage (both temporal and permanent) of the resource and its carrying capacity. Concepts such as "carrying capacity", "ecological footprint" and "natural capital" are enmeshed in the related concept of sustainability. Following the DP Environmental systems and societies guide (January 2008): Carrying capacity can be defined as "the maximum number of a species or 'load' that can be sustainably supported by a given environment". Ecological footprint can be defined as "the area of land and water required to support a defined human population at a given standard of living". Natural capital can be defined as "a term sometimes used by economists for natural resources that, if appropriately managed, can produce a 'natural income' of goods and services".

Economics Related Concepts:

Choice: Choice involves making a decision between at least two alternatives, knowing that in selecting one item, we will have to go without the other (for example if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (unlimited needs and wants being met by limited resources) we must make choices about which needs and wants to meet with the resources we have. We break economic choice down into three more specific questions:

- What products should we make and how much of each product should we produce?
- How should we make our products (that is how should we combine our resources to produce goods)?

- Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)?

Consumption: Consumption is the use of products to satisfy immediate needs and wants. Products that we use to directly meet our needs and wants are called consumer goods (for example, a television meets the desire for entertainment). Alternatives to consumption include investment and conservation. In investment, products are produced and can then be used to make other goods and services, rather than being immediately consumed. In conservation, production is avoided in order to preserve resources. Both investment and conservation allow for the possibility of higher consumption in the future. The proper combination of consumption, investment and conservation is a question for debate.

Equity: Equity involves concerns about fairness and justice. A major issue of equity is that of distribution of an economy's products. Those who have more income and wealth are able to consume more products, and if differences in consumption are large enough, extremes of inequity or unfairness may result. What constitutes a fair or equitable distribution of consumption is a question for debate.

Globalization: As a related concept, globalization encompasses local, national and global repercussions and expectations for our "shrinking" world. Economic globalization is the increasing integration of national economies so that resources, products and information flow more freely across borders. Globalization is an ongoing process that can accelerate, slow down, or even be reversed. Currently, many arrangements exist between countries that increase economic integration to varying degrees (that is various types of trading blocs). Globalization can be slowed or reversed when governments or other groups take actions to limit the movement of resources, products or information across borders. This can happen for many reasons, including but not limited to: war, a desire to protect domestic industries or a desire to collect taxes on imports.

Growth: Growth is an increase in the value of all goods and services produced in an economy. It can occur as a result of an increase in the quantity of a society's resources or from more efficient use of existing resources. Whether or not economic growth leads to development (increased well-being for all persons in the economy) depends on what products are produced and how they are distributed.

Model: Models are simplified simulations of certain aspects of the economy. Models are necessary because the complexity of a real economy makes it difficult to control the necessary variables in order to run experiments. When we construct economic models, we face the challenges of accounting for the complexity of the real economy and the fact that the behaviour of human beings can be unpredictable.

Poverty: Poverty is a situation in which people are unable to consume at an adequate level. When people cannot meet their basic needs for survival, such as clothing, food and shelter, they are living in poverty. However, some argue that an adequate level of consumption goes beyond basic necessities, and includes things like education and health care. Therefore, the level of consumption below which poverty occurs is a question for debate.

Power: Power of individuals and of groups can be defined as a capacity to make things happen. In economics, power is the ability to make choices about what to produce, how to produce it, and who gets the goods that are produced. Power can be more centralized, as in a command economy where economic choices are made by the government, or monopoly/oligopoly situations where economic choices are made by a few large firms. Power can also be decentralized, as in a free market economy where many firms and consumers share power.

Resources: Resources are the things we use to make the products that meet our needs and wants. Economists also call them factors of production and place them in four general categories: land, labour, capital and entrepreneurship/management. Entrepreneurs combine land, labour and capital in different ways in order to produce different goods and services. For example, the owner (entrepreneur) of a fruit and vegetable store combines fruits and vegetables (natural resources/land) with the building in which the store is located (capital) and his or her work and that of his or her employees (labour) to provide a product to consumers (fruit and vegetables available in a convenient location).

Scarcity: A good is scarce when the demand for it is greater than the supply at a price of zero. Charging prices for goods helps us address the problem of scarcity. Scarcity arises from the fact that our needs and wants are

unlimited, while the resources available to meet those needs and wants are limited. This forces us to choose which wants and needs to satisfy and which not to satisfy. The wants and needs we do not satisfy represent the costs for those that we do. For example, if we choose to use our resources to make televisions rather than books, then the cost of the televisions is the books we could not make after having used our resources on televisions. This economic understanding of cost is often called "opportunity cost".

Sustainability: The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies. Sustainability is a state in which we meet our current needs and wants without hurting the ability of future generations to meet theirs. Sustainability can be enhanced by conserving resources (that is not using them to produce goods), finding ways to produce products more efficiently (that is using fewer resources in production), or discovering new resources. Increased consumption in the present may undermine sustainability unless it occurs through more efficient production that uses fewer resources to produce the same products (for example, the energy needed to heat a home requires large quantities of wood but relatively small quantities of natural gas, making natural gas a more sustainable resource choice for this purpose).

Trade: Trade is the exchange of goods and services between the various participants in an economy. When people are allowed to trade freely, including across national borders, overall wealth usually grows. However, the gains from this increase in wealth may not be distributed equally. Trade can be limited by various factors including, but not limited to: war and terrorism, natural disasters, government regulations and taxes, control of markets by monopoly firms, and actions by workers such as strikes

FURTHER SUGGESTIONS: World Religions; Political Science/Civics/Government; Sociology/Anthropology; Psychology; Philosophy; Business Management;

Language Acquisition Related Concepts:

Accent: Accent refers to the pronunciation of a language, usually in a geographical or socioeconomic context in a first language. It encompasses spoken communication. In a target language, the first language accent may influence accent in the target language.

Argument: Argument refers to the coherent backdrop of reasoned text that may or may not involve disagreement, debate or persuasion.

Audience: Audience refers to whomever a text or performance is aimed at: the reader, the listener, the viewer.

Bias: Bias refers to a conscious distortion or exaggeration, which usually expresses prejudice or partiality.

Context: The social, historical, cultural and workplace settings in which a text or work is produced.

Conventions: Conventions are the characteristics of a literary or non-literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary or linguistic conventions, and writers use these conventions, along with other features, in order to achieve particular artistic ends.

Empathy: Empathy refers to an attitude of understanding, an emotional identification with a person, character, argument or situation.

Form: Form refers to the linguistic shape communication may take. It is the mould that is filled with linguistic content.

Function: Function refers to the purpose and/or use of communication.

Idiom: Idiom is unique to each language. It refers to a manner of speaking or to specific expressions whose meaning differs from the meaning of its individual components.

Inference: Information in a text that goes beyond what is first understood or apparent, to identify what may be thought, expressed or considered correct. It is the layer of text that is often referred to as "between the lines".

Meaning: Meaning refers to what is communicated, by intention or by implication, using any range of human expression. It is sometimes referred to as "message". Meaning includes "layers of meaning", nuance, denotation, connotation, inference, subtext.

Message: A communication in writing, speech, verbal or non-verbal language. The message can also be an underlying theme or idea.

Patterns: Patterns refers to use of language and style, which can be functional, decorative or social. They reflect the unique characteristics of a language.

Point of view: The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.

Purpose: The purpose for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain, to instruct. In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message.

Structure: Structure refers to the organization, pattern and elements of text, in any format. It promotes comprehension and effectiveness of communication. For example, this may involve an introduction, development and conclusion (as in some types of formal essay)

Stylistic choices: A creator makes choices about what they are going to describe and how to describe it in order to create effect. It is an umbrella term covering literary and non-literary features: linguistic devices (for example, rhetorical, syntax, repetition); literary devices (for example, symbolism, metaphor, simile); visual devices (for example, colour, texture, symbolism, foregrounding).

Theme: Theme refers to a dominant subject, thread or idea that is conveyed through a text form.

Voice: This concept relates to both a reader's experience of a work of literature and a writer's style when producing text. Voice is the characteristic speech and thought patterns of a narrator; a persona, which conveys his or her attitude, personality, and character.

Related Concepts in Language and Literature:

Audience imperatives: An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.

Character: The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or "dramatic") methods inviting readers to infer qualities from characters' actions, speech or appearance.

When exploring the concept of character, students might explore transformation, influence, conflict, protagonist, antagonist, persona, foil, stock.

Context: The social, historical, cultural and workplace settings in which a text or work is produced.

All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions.

Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

Genre: A type or category of literature or film marked by certain shared features or conventions.

Conventions are the characteristics of a literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends.

A study of genres includes essential understandings about conventions of genre: form, style, storyline, characterization, tone, mood, atmosphere, register, visual images and layout, narrative/storytelling, prose

(foreshadowing, flashbacks, stream of consciousness in novels and short stories), poetry (metre, rhyme), drama, mythology and other fiction (for example, graphic novels, satires, oral traditions, screenplays, film and episodic television) and non-fiction (for example, autobiography, biography, travelogues, essays, letters, literary non-fiction, speeches).

Examples of conventions in drama may include dialogues, speeches, monologues, soliloquies, asides, stage directions, voice, movement, gesture, use of space, costume, props, lighting, set and sound.

Intertextuality: The connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship.

An overt reference to another text (as in a direct quote from another text) is also an example of intertextuality.

Point of view: The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.

Purpose: In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.

Self-expression: The expression of one's feelings, thoughts or ideas, especially in writing, art, music, dance, design and film.

This umbrella concept includes an exploration of essential understandings about identity, voice (personal), inspiration, imagination, sensitivity, critical stance and process.

Setting: The time and the place in which the action of a book, film, play, and so on happens. Setting may also include mood and atmosphere.

Structure: The way in which a poem or play or other piece of writing has been put together, and the relationships of different parts of a text to each other and to the text as a complex whole. This can include exploring metre pattern, stanza arrangement and the way the ideas are developed. Structure requires essential understandings about plot, narrative, discourse, form, transformation, thesis/argument, syntax, foreshadowing and flashbacks.

Style: The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.

Theme: The central idea or ideas the creator explores through a text.

Related Concepts in Math:

Change: A variation in size, amount or behaviour.

Equivalence: The state of being identically equal or interchangeable, applied to statements, quantities or expressions.

Generalization: A general statement made on the basis of specific examples.

Justification: Valid reasons or evidence used to support a statement.

Measurement: A method of determining quantity, capacity or dimension using a defined unit.

Models: Depictions of real-life events using expressions, equations or graphs.

Patterns: Sets of numbers or objects that follow a specific order or rule.

Quantity: An amount or number.

Representation: The manner in which something is presented.

Simplification: The process of reducing to a less complicated form.

Space: The frame of geometrical dimensions describing an entity.

Systems: Groups of interrelated elements.

Related Concepts in Physical and Health Education:

Adaptation

Adaptation is the adjustment or changing of a skill, technique, strategy, tactic, process or choice in order to enhance its suitability to meet the needs of a situation or application. Adaptation may need to occur as a result of: environmental influences, feedback (internal and external), player interactions, team interactions and the outcomes of choices.

Balance

Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms, such as the aesthetically pleasing integration of elements in movement routines, the team stability provided by the even distribution of player roles, as a means of judging and deciding upon lifestyle choices, or by placing equal importance on each dimension of health.

Choice

Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.

Energy

Energy is a fundamental entity that is transferred between parts of a system in the production of change within the system. It is the capacity for doing work and as such the amount and form of energy an individual requires is dependent on the task(s) they are completing. The restoration of an individual's energy levels is determined by a variety of factors such as rest, nutritional intake and time. Energy levels influence all aspects of human life, from our ability to think and make effective choices, to our ability to be physically active.

Environment

Environment refers to the circumstances, objects, or conditions by which an individual is surrounded. The effective performance of techniques, skills, strategies and tactics are influenced by environmental factors. Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment, especially social media, has a significant impact on personal, mental, emotional and social health.

Function

A function is the action or role that something is specifically designed for or used to do. Functions can be voluntary or involuntary. A function can be part of a group of related actions that contribute to a larger action, such as the function of the heart contributing to the overall health of the human body, or the function of a setter in a volleyball team who is responsible for orchestrating their team's offence. A variety of factors can influence the choice and effectiveness of specific functions.

Interaction

An interaction is the result of two or more objects, groups or ideas affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes.

Movement

Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories. Movement can also occur in relation to thoughts and ideas, a type of movement that relies on people aligning their thinking with others in relation to a specific cause or ideal.

Perspective

Perspective enables the development of different interpretations, understandings and findings. Perspective can be gained through putting yourself in the place of others and striving to understand their opinions and

disposition. People gain perspective by listening to others and considering the ways in which their points of view align or differ. Seeking and considering multiple perspectives is crucial to personal, mental and social health development, as well as to our ability to develop effective sporting techniques, tactics and strategies.

Refinement

Refinement is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback.

Space

Space refers to the physical dimensions of a playing or performance area (for example, a badminton court), the distance between people or objects (for example offensive and defensive lines in field sports), and the opportunity to experience something (for example, space to discover identity). Space can be created, adapted, determined, used, taken, won and lost; therefore "space" is rarely absolute.

Systems

Systems are sets of interacting or interdependent components that form an integrated whole. All individuals and communities rely on multiple systems working together to provide the structure and processes that they need in order to function effectively. Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances.

Related Concepts in Science:

Balance: biology specific: The dynamic equilibrium that exists among members of a stable natural community; the regulation of the internal environment of an organism.

Balance: chemistry specific: A state of equilibrium or stable distribution.

Conditions: chemistry specific: The environment, both physical and chemical, of a reaction or process; factors which contribute to an interaction including temperature, pressure, concentration, pH and the absence or presence of a catalyst.

Consequences: The observable or quantifiable effects, results, or outcomes correlated with an earlier event or events.

Development: physics specific: The process of applying theory to data and observations in order to improve, progress, or further scientific understanding.

Energy: The capacity of an object to do work or transfer heat.

Environment: biology specific: All of the biotic and abiotic factors that act on an organism, population or community and influence its survival, evolution and development.

Environment: physics specific: A description of the universe or a closed system through the application of the laws of physics; the complex of physical conditions or climate affecting a habitat or community.

Evidence: Support for a proposition derived from observation and interpretation of data.

Form: The features of an object that can be observed, identified, described, classified and categorized.

Function: A purpose, a role or a way of behaving that can be investigated; a mathematical relationship between variables.

Interaction: The effect or effects two or more systems, bodies, substances or organisms have on one another, so that the overall result is not simply the sum of the separate effects.

Models: Representations used for testing scientific theories or proposals that can be accurately repeated and validated; simulations used for explaining or predicting processes which may not be observable or to understand the dynamics of multiple underlying phenomena of a complex system.

Movement: The act, process, or result of displacing from one location or position to another within a defined frame of reference.

Patterns: The distribution of variables in time or space; sequences of events or features.

Transfer: chemistry specific: The net movement of matter or particles from one location to another.

Transformation: biology specific: Differentiation of a cell; change of energy form, including at a molecular level; alteration of molecules and metabolism and/or genetic make-up of an organism or species and consequently a community, relative to external factors.

Transformation: physics specific: A change from one well-defined state to another well-defined state; an alteration in form or condition, including energy and particle nature.

MYP Skills/ Approaches to Learning

Applying and acquiring transdisciplinary skills is an essential part of all IB programmes. Students' develop these lifelong learning skills within the traditional subjects, through units of inquiry, in the classroom and from their interactions with the real world. The five skill categories are:

- Communication skills
- Social skills
- Self-Management skills
- Research skills
- Thinking skills

Skill Category: Communication

Skill Clusters:

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports pre-publication

Skill Category: Social

Skill Clusters:

II. Collaboration skills

Working effectively with others

- Use social media networks appropriately to build and develop relationships
- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Skill Category: Self-Management

Skill Clusters: III. Organization skills

Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

Skill Clusters: IV. Affective skills

Managing state of mind

- Mindfulness – Practise focus and concentration
- Mindfulness– Practise strategies to develop mental focus
- Mindfulness– Practise strategies to overcome distractions
- Mindfulness– Practise being aware of body–mind connections

- *Perseverance – Demonstrate persistence and perseverance*
- *Perseverance – Practise delaying gratification*
- *Emotional management – Practise strategies to overcome impulsiveness and anger*
- *Emotional management – Practise strategies to prevent and eliminate bullying*
- *Emotional management – Practise strategies to reduce stress and anxiety*
- *Self-motivation – Practise analysing and attributing causes for failure*
- *Self-motivation – Practise managing self-talk*
- *Self-motivation – Practise positive thinking*
- *Resilience – Practise “bouncing back” after adversity, mistakes and failures*
- *Resilience – Practise “failing well”*
- *Resilience – Practise dealing with disappointment and unmet expectations*
- *Resilience – Practise dealing with change*

Skill Clusters: V. Reflection skills

(Re-)considering the process of learning; choosing and using ATL skills

- *Develop new skills, techniques and strategies for effective learning*
- *Identify strengths and weaknesses of personal learning strategies (self-assessment)*
- *Demonstrate flexibility in the selection and use of learning strategies*
- *Try new ATL skills and evaluate their effectiveness*
- *Consider content – What did I learn about today? – What don't I yet understand? – What questions do I have now?*
- *Consider ATL skills development – What can I already do? – How can I share my skills to help peers who need more practice? – What will I work on next?*
- *Consider personal learning strategies – What can I do to become a more efficient and effective learner? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well?*
- *Focus on the process of creating by imitating the work of others*
- *Consider ethical, cultural and environmental implications*
- *Keep a journal to record reflections*

Skill Category: Research

Skill Clusters:

VI. Information literacy skills

Finding, interpreting, judging and creating information

- *Collect, record and verify data*
- *Access information to be informed and inform others*
- *Make connections between various sources of information*
- *Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information*
- *Use memory techniques to develop long-term memory*
- *Present information in a variety of formats and platforms*
- *Collect and analyse data to identify solutions and make informed decisions*
- *Process data and report results*
- *Evaluate and select information sources and digital tools based on their appropriateness to specific tasks*

- Understand and use technology systems
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

Skill Clusters:

VII. Media literacy skills

Interacting with media to use and create ideas and information

- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

Skill Category: Thinking

Skill Clusters:

VIII. Critical thinking skills

Analysing and evaluating issues and ideas

- Practise observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Skill Clusters:

IX. Creative thinking skills

Generating novel ideas and considering new perspectives

- *Use brainstorming and visual diagrams to generate new ideas and inquiries*
- *Consider multiple alternatives, including those that might be unlikely or impossible*
- *Create novel solutions to authentic problems*
- *Make unexpected or unusual connections between objects and/or ideas*
- *Design improvements to existing machines, media and technologies*
- *Design new machines, media and technologies*
- *Make guesses, ask "what if" questions and generate testable hypotheses*
- *Apply existing knowledge to generate new ideas, products or processes*
- *Create original works and ideas; use existing works and ideas in new ways*
- *Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments*

- *Practise visible thinking strategies and techniques*
- *Generate metaphors and analogies*

Skill Clusters:

X. Transfer skills

Utilizing skills and knowledge in multiple contexts

- *Utilize effective learning strategies in subject groups and disciplines*
- *Apply skills and knowledge in unfamiliar situations*
- *Inquire in different contexts to gain a different perspective*
- *Compare conceptual understanding across multiple subject groups and disciplines*
- *Make connections between subject groups and disciplines*
- *Combine knowledge, understanding and skills to create products or solutions*
- *Transfer current knowledge to learning of new technologies*
- *Change the context of an inquiry to gain different perspectives*

MYP Assessment Objectives

Assessment for all courses in all years of the Middle Years Programme is criterion-related, based on four equally weighted assessment criteria:

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

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP subjects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Schools must use the objectives provided by the IB for years 1, 3 and 5 of the programme (Grades 6, 8 and 10).

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation. Together the objectives and strands reflect the holistic nature of the subject and the real-world work of subject specialists, such as scientists, mathematicians, engineers, artists and linguists. They enable students to engage with all aspects of a subject, either through individual objectives or connected processes.

Objectives in Art

A Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

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

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

B Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process **and** product.

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

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

C Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries.

Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

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

- i. develop a feasible, clear, imaginative and coherent artistic intention*
- ii. demonstrate a range and depth of creative-thinking behaviours*
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.*

D Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their

work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

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

- i. construct meaning and transfer learning to new settings*
- ii. create an artistic response that intends to reflect or impact on the world around them*
- iii. critique the artwork of self and others.*

Objectives in Design

A Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

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

- i. explain and justify the need for a solution to a problem for a specified client/target audience*
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem*
- iii. analyse a range of existing products that inspire a solution to the problem*
- iv. develop a detailed design brief which summarizes the analysis of relevant research.*

B Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

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

- i. develop a design specification which clearly states the success criteria for the design of a solution*
- ii. develop a range of feasible design ideas which can be correctly interpreted by others*
- iii. present the final chosen design and justify its selection*
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.*

C Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

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

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution*
- ii. demonstrate excellent technical skills when making the solution*
- iii. follow the plan to create the solution, which functions as intended*
- iv. fully justify changes made to the chosen design and plan when making the solution.*

D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

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

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution*
- ii. critically evaluate the success of the solution against the design specification*
- iii. explain how the solution could be improved*
- iv. explain the impact of the solution on the client/target audience.*

Objectives in Individuals and Societies

A Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

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

- i. use terminology in context*
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.*

B Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

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

- i. formulate a clear and focused research question and justify its relevance*
- ii. formulate and follow an action plan to investigate a research question*
- iii. use research methods to collect and record relevant information*
- iv. evaluate the process and results of the investigation.*

C Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

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

- i. communicate information and ideas using an appropriate style for the audience and purpose*
- ii. structure information and ideas in a way that is appropriate to the specified format*
- iii. document sources of information using a recognized convention.*

D Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

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

- i. discuss concepts, issues, models, visual representation and theories*
- ii. synthesize information to make valid arguments*
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations*

iv. interpret different perspectives and their implications.

Objectives in Language Acquisition

A Comprehending spoken and visual text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- listen for specific purposes and respond to show understanding*
- interpret visual text that is presented with spoken text*
- engage with the text by supporting opinion and personal response with evidence and examples from the text.*

B Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- read for specific purposes and respond to show understanding*
- interpret visual text that is presented with written text*
- engage with the text by supporting opinion and personal response with evidence and examples from the text.*

C Communicating in response to spoken and/or written and/or visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- *interact and communicate in various situations*
- *express thoughts, feelings, ideas, opinions and information in spoken and written form*
- *speak and write for specific purposes.*

D Using language in spoken and/or written form

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- *organize thoughts, feelings, ideas, opinions and information in spoken and written form*
- *develop accuracy when speaking and writing in the target language.*

Objectives in Language and Literature

A Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

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

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts*
- ii. analyse the effects of the creator's choices on an audience*
- iii. justify opinions and ideas, using examples, explanations and terminology*
- iv. evaluate similarities and differences by connecting features across and within genres and texts.*

B Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

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

- i. employ organizational structures that serve the context and intention*
- ii. organize opinions and ideas in a sustained, coherent and logical manner*
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.*

C Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

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

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process*

- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience*
- iii. select relevant details and examples to develop ideas.*

D Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

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

- i. use appropriate and varied vocabulary, sentence structures and forms of expression*
- ii. write and speak in a register and style that serve the context and intention*
- iii. use correct grammar, syntax and punctuation*
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy*
- v. use appropriate non-verbal communication techniques.*

Objectives in Math

A Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability).

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

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations*
- ii. apply the selected mathematics successfully when solving problems*
- iii. solve problems correctly in a variety of contexts.*

B Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

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

- i. select and apply mathematical problem-solving techniques to discover complex patterns*
- ii. describe patterns as general rules consistent with findings*
- iii. prove, or verify and justify, general rules.*

C Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

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

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations*
- ii. use appropriate forms of mathematical representation to present information*

- iii. move between different forms of mathematical representation*
- iv. communicate complete, coherent and concise mathematical lines of reasoning*
- v. organize information using a logical structure.*

D Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

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

- i. identify relevant elements of authentic real-life situations*
- ii. select appropriate mathematical strategies when solving authentic real-life situations*
- iii. apply the selected mathematical strategies successfully to reach a solution*
- iv. justify the degree of accuracy of a solution*
- v. justify whether a solution makes sense in the context of the authentic real-life situation.*

Objectives in Physical and Health Education

A Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

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

- i. explain physical and health education factual, procedural and conceptual knowledge*
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations*
- iii. apply physical and health terminology effectively to communicate understanding.*

B Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

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

- i. develop goals to enhance performance*
- ii. design, explain and justify a plan to improve physical performance and health.*

Students must complete an aesthetic movement routine that is assessed against criterion B (planning for performance) in every year of the programme.

C Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

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

- i. demonstrate and apply a range of skills and techniques effectively*
- ii. demonstrate and apply a range of strategies and movement concepts effectively*
- iii. analyse and apply information to perform effectively.*

D Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

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

- i. explain and demonstrate strategies to enhance interpersonal skills*
- ii. analyse and evaluate the effectiveness of a plan based on the outcome*
- iii. analyse and evaluate performance.*

Objectives in Science

A Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Tests or exams must be assessed using this objective. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them.

Assessment tasks could include questions dealing with "scientific claims" presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

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

- i. explain scientific knowledge*
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations*
- iii. analyse and evaluate information to make scientifically supported judgments.*

B Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

When students design a scientific investigation, they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

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

- i. explain a problem or question to be tested by a scientific investigation*
- ii. formulate a testable hypothesis and explain it using scientific reasoning*
- iii. explain how to manipulate the variables, and explain how data will be collected*
- iv. design scientific investigations.*

C Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

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

- i. present collected and transformed data*
- ii. interpret data and explain results using scientific reasoning*
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation*
- iv. evaluate the validity of the method*
- v. explain improvements or extensions to the method.*

D Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

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

- i. explain the ways in which science is applied and used to address a specific problem or issue*
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue*
- iii. apply scientific language effectively*
- iv. document the work of others and sources of information used.*

The MYP Personal and Community Projects:

In year three of the Middle Years Program students engage in a collaborative community project and in year five, the culminating year of the MYP, students engage in an extended project of personal significance.

Each MYP Project:

1. addresses holistically students' intellectual, social, emotional and physical **well-being**
2. provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
3. ensures breadth and depth of understanding through study in **eight subject groups**
4. requires the study of at least **two languages** to support students in understanding their own cultures and those of others
5. empowers students to participate in **service with the community**
6. helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.

MYP Project Aims

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

1. participate in a sustained, self-directed inquiry within a global context
2. generate creative new insights and develop deeper understandings through in-depth investigation
3. demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
4. communicate effectively in a variety of situations
5. demonstrate responsible action through, or as a result of, learning
6. appreciate the process of learning and take pride in their accomplishments.

Action in MYP Projects

Both action (learning by doing and experiencing) and global engagement are central to IB philosophy and practice. Encouraging principled action is a key feature of the MYP and, when closely affiliated with sustained inquiry and critical reflection, it can result in students developing the attributes of the IB learner profile.

The guiding process with five stages of service learning, developed by Cathryn Berger Kaye in *The Complete Guide to Service Learning* (2010), is the foundation for MYP project objectives and assessment criteria. The

following stages provide a useful framework to develop the attributes of the learner profile. The fifth and final stage is “demonstration”, which in MYP projects is the presentation or report.

- a. **Investigation** involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.
- b. **Preparation** involves the student planning the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to successfully carry the plan to completion.
- c. **Action** involves implementing the plan. Students may work individually, with student partners, in student groups or with others.
- d. **Reflection** involves students describing what happened, expressing feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesis, to assist with revising and rethinking plans, and to internalize the experience.
- e. **Demonstration** involves metacognition, with students making explicit what and how they learned and what they have accomplished, capturing the totality of the experience. Integration of technology is encouraged.

Community Project: Service Learning

In the community project, action involves a participation in service learning (service as action).

As students evolve through the service learning process, they may engage in one or more types of action.

- **Direct service:** Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- **Indirect service:** Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization’s website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data and report on a topic of

importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Personal Project: Principled Action

In the personal project, action involves individual choices that extend MYP learning beyond knowledge and understanding to include not only socially responsible attitudes but also thoughtful and appropriate action, initiated and applied by the student as a result of the learning process.

While the principled action in the personal project may not result in a specific form of service with the community, the inquiry process remains the same.

Students' learning process in the MYP personal project involves action in a wide range of forms, including:

- developing an area of personal interest beyond the subject-specific curriculum
- sharing their new understandings with their peers, teachers and family
- changing their behaviour in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do.

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behaviour.

The process of reflection should be carried out throughout the project, not just at the end. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their project.

The development of the personal project will follow the same stages as the community project: investigating, planning, taking action, reflecting and demonstrating. In the case of the personal project, the report will become the demonstration of the first four stages: a summary of the students' processes of investigation, planning, actions and reflections.

Academic Honesty

For MYP projects, students and their supervisors must use the academic honesty form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project.

The final declaration of academic honesty must be signed by the student and the supervisor on submission of the final report or presentation.

MYP Project Objectives

The objectives state the specific targets that are set for learning. They define what students will be able to accomplish as a result of their study. The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The table below illustrates the distinct and overlapping objectives of the community project and personal project.

Community project objectives	Personal project objectives
Objective A: Investigating	
i. Define a goal to address a need within a community, based on personal interests	i. Define a clear goal and a global context for the project, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills	
Objective B: Planning	
i. Develop a proposal for action to serve the need in the community	i. Develop criteria for the product/outcome
ii. Plan and record the development process of the project iii. Demonstrate self-management skills	
Objective C: Taking action	
i. Demonstrate service as action as a result of the project	i. Create a product/outcome in response to the goal, global context and criteria
ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	
Objective D: Reflecting	
i. Evaluate the quality of the service as action against the proposal	i. Evaluate the quality of the product/outcome against their criteria

<p>ii. Reflect on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. Reflect on their development of ATL skills</p>	<p>ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context</p> <p>iii. Reflect on their development as IB learners through the project</p>
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MYP Projects Assessment – Community Project

Assessment for the MYP year three community project is criterion-related, based on four equally weighted assessment criteria.

Criterion A: Investigating

In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3–4	Students: <ul style="list-style-type: none"> i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5–6	Students: <ul style="list-style-type: none"> i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project

	iii. demonstrate substantial research skills.
7–8	<p>Students:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	<p>Students:</p> <ul style="list-style-type: none"> i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3–4	<p>Students:</p> <ul style="list-style-type: none"> i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	<p>Students:</p> <ul style="list-style-type: none"> i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	<p>Students:</p> <ul style="list-style-type: none"> i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community

	<p>ii. present a detailed and accurate plan and record of the development process of the project</p> <p>iii. demonstrate excellent self-management skills.</p>
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Criterion C: Taking action

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	Students: <ul style="list-style-type: none"> i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5–6	Students: <ul style="list-style-type: none"> i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7–8	Students: <ul style="list-style-type: none"> i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills

	iii. demonstrate excellent communication and social skills.
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Criterion D: Reflecting

In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills.
3–4	Students: <ul style="list-style-type: none"> i. present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills.
5–6	Students: <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the service as action against the proposal

	<ul style="list-style-type: none"> ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii. present substantial reflections on their development of ATL skills.
7–8	<p>Students:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the service as action against the proposal ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning iii. present detailed and accurate reflections on their development of ATL skills.

MYP Projects Assessment – Personal Project

Assessment for the MYP year five personal project is criterion-related, based on four equally weighted assessment criteria

Criterion A: Investigating

In the personal project, students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. states a goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. outlines a basic and appropriate goal and a global context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills.

5–6	<p>The student:</p> <ul style="list-style-type: none"> i. defines a clear and challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. defines a clear and highly challenging goal and a global context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills.

Criterion B: Planning

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. develops limited criteria for the product/outcome ii. presents a limited or partial plan and record of the development process of the project iii. demonstrates limited self-management skills.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. develops adequate criteria for the product/outcome ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. develops substantial and appropriate criteria for the product/outcome ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills.

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills.
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Criterion C: Taking action

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. creates a limited product/outcome in response to the goal, global context and criteria ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. creates a basic product/outcome in response to the goal, global context and criteria ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. creates a substantial product/outcome in response to the goal, global context and criteria

	<p>ii. demonstrates substantial thinking skills</p> <p>iii. demonstrates substantial communication and social skills.</p>
7–8	<p>The student:</p> <p>i. creates an excellent product/outcome in response to the goal, global context and criteria</p> <p>ii. demonstrates excellent thinking skills</p> <p>iii. demonstrates excellent communication and social skills.</p>

Criterion D: Reflecting

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student:</p> <p>i. presents a limited evaluation of the quality of the product/success of the outcome against his or her criteria</p> <p>ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</p> <p>iii. presents limited reflection on his or her development as an IB learner through the project.</p>
3–4	<p>The student:</p> <p>i. presents a basic evaluation of the quality of the product/success of the outcome against his or her criteria</p> <p>ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</p>

	<p>iii. presents adequate reflection on his or her development as an IB learner through the project.</p>
<p>5–6</p>	<p>The student</p> <p>i. presents a substantial evaluation of the quality of the product/success of the outcome against his or her criteria</p> <p>ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</p> <p>iii. presents substantial reflection on his or her development as an IB learner through the project.</p>
<p>7–8</p>	<p>The student:</p> <p>i. presents an excellent evaluation of the quality of the product/success of the outcome against his or her criteria</p> <p>ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</p> <p>iii. presents excellent reflection on his or her development as an IB learner through the project.</p>

MYP Subject Specific Units				
MYP Subject and Global Context	SCIENCES Biology and the Environment	SCIENCES Physics and the Environment	SCIENCES Chemistry and the Environment	SCIENCES Earth Sciences
	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1 Title: Biology	Unit 2 Title: Physics	Unit 3 Title: Chemistry	Unit 4 Title: Earth Sciences
	<p>Statement of Inquiry: <i>An understanding of biologically processes can help us discover ethical ways for advancement and the protection of all life forms.</i></p> <ul style="list-style-type: none"> What do Biologists do and how? How do living things work and interact? What are the characteristics and needs of cells, micro-organisms, organisms and species? How do living things reproduce? How have living things evolved and adapted to their habitats / environments? What is DNA? 	<p>Statement of Inquiry: <i>The discovery of physical laws has enabled us to evolve more efficient ways of being.</i></p> <ul style="list-style-type: none"> What do Physicists do and how? What is energy? What are 'waves'? What is light, sound, magnetism, gravity, force electricity, radiation and how do they work? How have we manipulated physical phenomena to assist us in work, expression, communication and discovery? 	<p>Statement of Inquiry: <i>Elements are natural. They can be manipulated to serve different purposes. Chemical combinations and changes have consequences.</i></p> <ul style="list-style-type: none"> What do Chemists do and how? What are materials made of? What happens when we change a substance? Are chemical changes permanent? What tensions exist between human manipulation of chemicals and how these products affect natural elements? What is the Periodic Table? 	<p>Statement of Inquiry: <i>We can use our imaginations to explore school and learn about who we are.</i></p> <ul style="list-style-type: none"> What is the study of Earth Sciences? What are Ecosystems, Ecology, Biomes? What is interdependence in the environment? How might our use of different kinds of energy affect our lives and the environment, in the past, now and in the future? Of what value is the study of the Earth and Space?
Key Concepts	<p>Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. In sciences, change is viewed as the difference in a system's state when observed at different times. This change could be qualitative (such as differences in structure, behaviour, or level) or quantitative (such as a numerical variable or a rate). Change can be irreversible, reversible or self-perpetuating.</p> <p>Relationships Relationships are the connections and associations between properties, objects, people and ideas— including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems such as human societies and the planetary ecosystem. Relationships in sciences indicate the connections found among variables through observation or experimentation. These relationships also can be tested through experimentation. Scientists often search for the connections between form and function. Modelling is also used to represent relationships where factors such as scale, volume of data, or time make other methods impractical.</p> <p>Systems Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex. Systems in sciences describe sets of components that function due to their interdependence or complementary nature. Common systems in science are closed systems, where resources are not removed or replaced, and open systems, where necessary resources are renewed regularly. Modelling often uses closed systems to simplify or limit variables.</p> <p>Other key concepts can also be important in sciences. For example, development is an important aspect in the continual growth through change that epitomizes scientific knowledge. Science offers important perspectives on the definition, measurement and meaning of time, place and space. Creativity is always important for scientists working together to extend the limits of human understanding.</p>			

MYP Subject Specific Units				
	SCIENCES Biology and the Environment	SCIENCES Physics and the Environment	SCIENCES Chemistry and the Environment	SCIENCES Earth Sciences
Related Concepts	Related Concepts: Biology: Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation	Related Concepts: Physics: Consequences, Development, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation	Related Concepts: Chemistry: Balance, Conditions, Consequences, Energy, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transfer	Related Concepts for Modular Sciences: Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation
Objectives	<p>A) Knowing and understanding Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.</p> <p>Tests or exams must be assessed using this objective. To reach the highest levels students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.</p> <p>In order to reach the aims of sciences, students should be able to:</p> <ol style="list-style-type: none"> i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments. 	<p>B) Inquiring and designing Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.</p> <p>When students design a scientific investigation, they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.</p> <p>In order to reach the aims of sciences, students should be able to:</p> <ol style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis and explain it using scientific reasoning iii. explain how to manipulate the variables, and explain how data will be collected iv. design scientific investigations. 	<p>C) Processing and evaluating Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.</p> <p>In order to reach the aims of sciences, students should be able to:</p> <ol style="list-style-type: none"> i. present collected and transformed data ii. interpret data and explain results using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity of the method v. explain improvements or extensions to the method. 	<p>D) Reflecting on the impacts of science Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.</p> <p>Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student’s chosen factor may be interrelated with other factors.</p> <p>In order to reach the aims of sciences, students should be able to:</p> <ol style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue iii. apply scientific language effectively iv. document the work of others and sources of information used.
Connections	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.1	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.

MYP Subject Specific Units				
MYP Subject and Global Context	INDIVIDUALS AND SOCIETIES Economics	INDIVIDUALS AND SOCIETIES History	INDIVIDUALS AND SOCIETIES Geography	INDIVIDUALS AND SOCIETIES Civics
	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1 Title: Economics	Unit 2 Title: History	Unit 3 Title: Geography	Unit 4 Title: Civics
	<p>Statement of Inquiry: <i>Understanding economic processes past and present can help us develop more equitable systems for the future.</i></p> <ul style="list-style-type: none"> What factors contribute to the fairness and development of societies? How has globalization shaped the world? How can energy be produced sustainably? How can we share wealth equally? Why is there inequity in the distribution of wealth and resources? 	<p>Statement of Inquiry: <i>Developing consistent perspectives on historical events is an ongoing endeavor.</i></p> <ul style="list-style-type: none"> What can we learn from different civilizations? (What do people believe in?) What was life like in the Middle Ages? How has exploration affected global interactions? How have ideas from pioneers, innovators and developers changed the world? 	<p>Statement of Inquiry: <i>Understanding physical and political geography can help us develop a sense of place and space.</i></p> <ul style="list-style-type: none"> How can maps provide us with a sense of time, place and space? Where do we live and why? Why are natural environments important to individuals and societies? Where are natural resources located and how does their location impact how they are used and shared? 	<p>Statement of Inquiry: <i>An appreciation of political processes and civil rights can help us embrace and act on ethical citizenship.</i></p> <ul style="list-style-type: none"> What factors contribute to the fairness and development of societies? What does it mean to be a global citizen? How do we handle war and peace? What is exploitation? Can individuals make a difference in shaping the world?
Key Concepts	<p>Key Concepts:</p> <p>Change Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.</p> <p>Global interactions Global interactions, as a concept, focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. For individuals and societies, global interactions focus on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.</p> <p>Systems Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.</p> <p>Time, place and space The intrinsically linked concept of time, place and space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when"). For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to "place and space" can be understood on multiple scales (including local, regional, national and global).</p>			

MYP Subject Specific Units				
	INDIVIDUALS AND SOCIETIES Economics	INDIVIDUALS AND SOCIETIES History	INDIVIDUALS AND SOCIETIES Geography	INDIVIDUALS AND SOCIETIES Civics
Related Concepts	Related Concepts: Economics Choice, Consumption, Equity, Globalization, Growth, Model, Poverty, Power, Resources, Scarcity, Sustainability, Trade	Related Concepts: History Causality (cause and consequence), Civilization, Conflict, Cooperation, Culture, Governance, Identity, Ideology, Innovation and revolution, Interdependence, Perspective, Significance	Related Concepts: Geography Causality (cause and consequence), Culture, Disparity and equity, Diversity, Globalization, Management and intervention, Networks, Patterns and trends, Power, Processes, Scale, Sustainability	Related Concepts: Political sciences/Civics/Government Authority, Citizenship, Conflict, Cooperation, Globalization, Government, Ideologies, Integration, Interdependence, Leadership, Power, Rights, Government, Citizenship, Politics, Rules and Laws, Legal Processes
Aims	<p>The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.</p> <p>The aims of MYP individuals and societies are to encourage and enable students to:</p> <ul style="list-style-type: none"> • appreciate human and environmental commonalities and diversity • understand the interactions and interdependence of individuals, societies and the environment • understand how both environmental and human systems operate and evolve • identify and develop concern for the well-being of human communities and the natural environment • act as responsible citizens of local and global communities • develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live. 			
Objectives	<p>A) Knowing and understanding</p> <p>Students develop factual and conceptual knowledge about individuals and societies.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ol style="list-style-type: none"> use terminology in context demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. 	<p>B) Investigating</p> <p>Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ol style="list-style-type: none"> formulate a clear and focused research question and justify its relevance formulate and follow an action plan to investigate a research question use research methods to collect and record relevant information evaluate the process and results of the investigation. 	<p>C) Communicating</p> <p>Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ol style="list-style-type: none"> communicate information and ideas using an appropriate style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention. 	<p>D) Thinking critically</p> <p>Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ol style="list-style-type: none"> discuss concepts, issues, models, visual representation and theories synthesize information to make valid arguments analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations interpret different perspectives and their implications.
Connections	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.

MYP Subject Specific Units				
MYP Subject and Global Context	MATHEMATICS Number / Working Mathematically / Economics	MATHEMATICS Algebra / Expressions and Equations	MATHEMATICS Geometry and Trigonometry (Ratio and Proportion)	MATHEMATICS Statistics and Probability / Data / Economics
	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1 Title: Working Mathematically	Unit 2 Title: Algebra / Equations	Unit 3 Title: Geometry / Trigonometry	Unit 4 Title: Statistics, Probability. Data and Economics
	<p>Statement of Inquiry: <i>Numbers in different forms give us a variety of ways to predict patterns and think about problems of global significance.</i></p> <ul style="list-style-type: none"> Where numbers invented or discovered? Is mathematics a language? What patterns can we see in different number forms and operations? How can I think like a mathematician? How is working mathematically relevant in everyday life? How can thinking logically help us address inequality, in Mathematics and in life? How can mastering traditional and innovative mathematical systems be applied outside the subject? 	<p>Statement of Inquiry: <i>Mathematical knowledge is built through logical structures, developed over time and transferred to equivalent situations.</i></p> <ul style="list-style-type: none"> Can logic help us apply algebra to real life? How can every day problems be represented as a linear equation? Where is the invisible algebra around us? How can technology help us 'find the answer' more efficiently? What are the real-world applications of (quadratic) equations in architecture, projectiles and design? How can mathematical equations, patterns and functions help us discover sustainable solutions in life? 	<p>Statement of Inquiry: <i>Modelling and scaled visual representations allow us to calculate spatial relationships in nature and our man-made environments.</i></p> <ul style="list-style-type: none"> How is technical innovation changing our ideas of public and private spaces? What do the terms 'gradient' and 'intercept' mean in mathematics? What is the Cartesian grid / system? Who was Pythagoras? How can we calculate unknown angles? Why is Pi infinite? How do geometric shapes and relationships give us insight into the unknown? 	<p>Statement of Inquiry: <i>Applying mathematical logic can help us access opportunities for personal, social and cultural entrepreneurship.</i></p> <ul style="list-style-type: none"> What is the difference between probability and a 'sure thing'? How are statistics and probability relevant to the development of economics? How do we collect, represent and interpret data, and why? How has technology changed the way we collect and interpret data and statistics? How has technology influenced economics? How has economics influenced technological development?
	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>
Connections				

MYP Subject Specific Units - MATHEMATICS

	MYP Subject Specific Units - MATHEMATICS				Fairgreen International School in the Sustainable City, Dubai, UAE
Key Concepts and Related Concepts	<p>Key Concepts in Math:</p> <p>Form Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance. Form in MYP mathematics refers to the understanding that the underlying structure and shape of an entity is distinguished by its properties. Form provides opportunities for students to appreciate the aesthetic nature of the constructs used in a discipline.</p> <p>Logic Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions. Logic in MYP mathematics is used as a process in making decisions about numbers, shapes, and variables. This system of reasoning provides students with a method for explaining the validity of their conclusions. Within the MYP, this should not be confused with the subfield of mathematics called “symbolic logic”.</p> <p>Relationships Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems such as human societies and the planetary ecosystem. Relationships in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding.</p>		<p>Related Concepts in Math:</p> <ul style="list-style-type: none"> • Change: A variation in size, amount or behaviour. • Equivalence: The state of being identically equal or interchangeable, applied to statements, quantities or expressions. • Generalization: A general statement made on the basis of specific examples. • Justification: Valid reasons or evidence used to support a statement. • Measurement: A method of determining quantity, capacity or dimension using a defined unit. • Models: Depictions of real-life events using expressions, equations or graphs. • Patterns: Sets of numbers or objects that follow a specific order or rule. • Quantity: An amount or number. • Representation: The manner in which something is presented. • Simplification: The process of reducing to a less complicated form. • Space: The frame of geometrical dimensions describing an entity. • Systems: Groups of interrelated elements. 		
Aims	<p>The aims of MYP mathematics are to encourage and enable students to:</p> <ul style="list-style-type: none"> • enjoy mathematics, develop curiosity and begin to appreciate its elegance and power • develop an understanding of the principles and nature of mathematics • communicate clearly and confidently in a variety of contexts • develop logical, critical and creative thinking • develop confidence, perseverance, and independence in mathematical thinking and problem-solving • develop powers of generalization and abstraction • apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments • appreciate how developments in technology and mathematics have influenced each other • appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics • appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives • appreciate the contribution of mathematics to other areas of knowledge • develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics • develop the ability to reflect critically upon their own work and the work of others. 				
Objectives	<p>A) Knowing and understanding Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.</p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts. 	<p>B) Investigating patterns Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.</p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules. 	<p>C) Communicating Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.</p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure. 	<p>D) Applying mathematics in real-life contexts MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.</p> <p>In order to reach the aims of mathematics, students should be able to:</p> <ol style="list-style-type: none"> i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation. 	

		MYP Subject Specific Units			
MYP Subject and Global Context		<p>LANGUAGE AND LITERATURE English Language Studies</p> <p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>LANGUAGE AND LITERATURE English Literature Studies</p> <p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>LANGUAGE AND LITERATURE American Literature Studies</p> <p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>LANGUAGE AND LITERATURE International Literature Studies</p> <p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
		<p>Unit 1 Title: English</p> <p>Statement of Inquiry: <i>The study of reading, writing, speaking and listening helps us understand the mechanics, and impact, or different forms of communication.</i></p> <ul style="list-style-type: none"> How do we read today? What was it like before we could read and write? What are the challenges to learning to read and write? What do we 'get' from a book? 	<p>Unit 2 Title: English Literature</p> <p>Statement of Inquiry: <i>English literature has reflected and influenced society over time and through multiple media. (Books, Radio, Film, Theatre and TV)</i></p> <ul style="list-style-type: none"> How has English Literature reflected society? How has it influenced society? Who was Shakespeare? Who are the famous English authors considered important in English Literature? 	<p>Unit 3 Title: American Literature</p> <p>Statement of Inquiry: <i>In comparing English and American Literature, we can see differences in style, theme, and relevancy of content.</i></p> <ul style="list-style-type: none"> How has American Literature reflected society? How has it influenced society? Who are the famous American authors considered important in Literature? 	<p>Unit 4 Title: International Literature</p> <p>Statement of Inquiry: <i>International Authors write in their national language and their published works are subsequently translated for a world-wide audience.</i></p> <ul style="list-style-type: none"> What gets lost in translation? Mother Tongue texts? Genre, fiction, non-fiction, audience, advertising, communication, creative writing...what is the point?
Guided Inquiry					
Key Concepts		<p>Communication Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or nonverbal). Through exploring texts, we exchange, express, analyse and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.</p> <p>Connections Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.</p> <p>Creativity Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.</p> <p>Perspective Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations. Teaching and learning through inquiry.</p> <p>Other key concepts can also be important in language and literature; including identity, culture, form, time, place and space.</p>			

MYP Subject Specific Units				
	LANGUAGE AND LITERATURE English Language Studies	LANGUAGE AND LITERATURE English Literature Studies	LANGUAGE AND LITERATURE American Literature Studies	LANGUAGE AND LITERATURE International Literature Studies
Related Concepts	<p>Related Concepts: Audience imperatives, Character, Context, Genre Intertextuality, Point of view, Purpose, Self-expression, Setting, Structure, Style, Theme</p>	<p>Related Concepts: Audience imperatives, Character, Context, Genre Intertextuality, Point of view, Purpose, Self-expression, Setting, Structure, Style, Theme</p>	<p>Related Concepts: Audience imperatives, Character, Context, Genre Intertextuality, Point of view, Purpose, Self-expression, Setting, Structure, Style, Theme</p>	<p>Related Concepts: Audience imperatives, Character, Context, Genre Intertextuality, Point of view, Purpose, Self-expression, Setting, Structure, Style, Theme</p>
Aims and Objectives	<p>A) Analysing Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator’s choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator’s purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).</p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts analyse the effects of the creator’s choices on an audience justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts. 	<p>The aims of MYP language and literature are to encourage and enable students to:</p> <ul style="list-style-type: none"> use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts develop critical, creative and personal approaches to studying and analysing literary and non-literary texts engage with text from different historical periods and a variety of cultures explore and analyse aspects of personal, host and other cultures through literary and non-literary texts explore language through a variety of media and modes develop a lifelong interest in reading apply linguistic and literary concepts and skills in a variety of authentic contexts <p>B) Organizing Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.</p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention. 	<p>C) Producing text Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.</p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas. 	<p>D) Using language Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.</p> <p>In order to reach the aims of language and literature, students should be able to:</p> <ol style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques.
Connections	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>

MYP Subject Specific Units				
MYP Subject and Global Context	LANGUAGES Arabic	LANGUAGES French	LANGUAGES History of Languages	LANGUAGES Mother Tongue / First Language
	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1 Title: Arabic	Unit 2 Title: French	Unit 3 Title: History of Language	Unit 4 Title: Mother Tongue
	<p>Statement of Inquiry: <i>An understanding of Arabic Nations, cultures and language can help us appreciate the region where we live.</i></p> <ul style="list-style-type: none"> How do we express ourselves in Arabic? What can we understand about Arabic speakers by exploring aspects of their language and culture? If we compare Arabic language and culture to others that we know, such as French, English and other Mother Tongues in our school, does it change our perceptions of the world around us? Is learning Arabic important for everyone? 	<p>Statement of Inquiry: <i>Due to historical circumstance the French language is part of the culture of the region where we live.</i></p> <ul style="list-style-type: none"> How do we express ourselves in French? What can we understand about French speakers by exploring aspects of their language and culture? If we compare French language and culture to others that we know, such as Arabic, English and other Mother Tongues in our school, does it change our perceptions of the world around us? Is learning French important for everyone? 	<p>Statement of Inquiry: <i>Expressing ourselves through language, verbal and written, has evolved and changed over time.</i></p> <ul style="list-style-type: none"> How can we appreciate the diversity of world languages? How did language evolve, migrate and diversify? Which languages are considered the most 'important'? Did humans always communicate the way they do now? How do other species communicate? 	<p>Statement of Inquiry: <i>By exploring each other's historical, geographical, cultural and linguistic heritage we come to understand each other and broaden our perspective of the world and its people.</i></p> <ul style="list-style-type: none"> Why is maintaining mother tongue languages important? How does our first language inform our personal identity? How can we maintain our first language when it is not common where we are? How does learning language affect the brain?
Key Concepts	<p>Communication Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or nonverbal). Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.</p> <p>Connections Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.</p> <p>Creativity Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.</p> <p>Culture Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic. Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.</p>			
	<p>Other key concepts can also be important in language acquisition, including identity, perspective, form, time, place and space.</p>			

MYP Language Acquisition Global Proficiency Table

The purpose of the MYP language acquisition global proficiency table (see Table below) is to provide teachers with statements indicating the competencies expected of students in each phase of the MYP language acquisition subject group. The table provides six holistic statements describing a student’s achievement against the course objectives towards being an emergent communicator, a capable communicator and a proficient communicator. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student should be able to do by the end of the phase.

Emergent Communicator		Capable Communicator		Proficient Communicator	
Phase One	Phase Two	Phase Three	Phase Four	Phase Five	Phase Six
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

MYP Subject Specific Units				
	LANGUAGES Arabic	LANGUAGES French	LANGUAGES History of Languages	LANGUAGES Mother Tongue / First Language
Aims	<p>An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.</p> <p>The aims of the teaching and learning of MYP language acquisition are to:</p> <ul style="list-style-type: none"> • gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage • develop a respect for, and understanding of, diverse linguistic and cultural heritages • develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes • enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication • enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning • enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy • enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components • offer insight into the cultural characteristics of the communities where the language is spoken • encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities • foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning. 			
	Objectives	<p>A) Comprehending spoken and visual text</p> <p>Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.</p> <p>In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:</p> <ol style="list-style-type: none"> listen for specific purposes and respond to show understanding interpret visual text that is presented with spoken text engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<p>B) Comprehending written and visual text</p> <p>Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.</p> <p>In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:</p> <ol style="list-style-type: none"> read for specific purposes and respond to show understanding interpret visual text that is presented with written text engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<p>C) Communicating in response to spoken and/or written and/or visual text</p> <p>In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.</p> <p>In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:</p> <ol style="list-style-type: none"> interact and communicate in various situations express thoughts, feelings, ideas, opinions and information in spoken and written form speak and write for specific purposes.
Connections		<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>

MYP Subject Specific Units				
MYP Subject and Global Context	DESIGN AND TECHNOLOGY Media Ethics	DESIGN AND TECHNOLOGY Innovation and Invention (Apps)	DESIGN AND TECHNOLOGY Digital Literacy (Coding)	DESIGN AND TECHNOLOGY Robotics / AI / 3D Printing
	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1	Unit 2	Unit 3	Unit 4
	Title: Media Ethics	Title: Innovation and Invention	Title: Digital Literacy	Title: Electronics
Key Concepts	Statement of Inquiry: <i>How we maintain our personal identities while being constantly exposed to media influences can be a struggle.</i>	Statement of Inquiry: <i>Following a design process enables us to invent and create innovative ideas and designs through to production.</i>	Statement of Inquiry: <i>Digital literacy is becoming and important language to learn for everyone.</i>	Statement of Inquiry: <i>Robotics, artificial intelligence and 3D printing are innovations that have, and continue to have, an impact on our daily lives.</i>
	<p>Communication Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or nonverbal). While exploring the concept of communication, students develop an awareness and understanding of how, why and when we need to ensure that clear messages are given and received throughout the design process. It ensures that ideas can be communicated clearly and each person involved in the development of an idea from conception to use has a common and consistent understanding of the solution and its function. Communication drives invention to become innovation. When inquiring and analysing, students need to communicate with clients and target markets to identify the design need. When developing ideas, students engage in internal dialogue, using design sketches and models to think through the feasibility of their ideas. When creating the solution, students need to develop clear plans that can be followed easily. The final product must also clearly communicate its intent and how a user interacts with it.</p>	<p>Communities Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat. Through MYP design, students will develop an understanding that a solution to a problem for one community will create problems for another, some on a small or even personal scale, while others may be far-reaching, affecting communities thousands of miles away or the global community. When establishing the need and developing the design brief, the student always considers the community, whether this is a community that affects the design (target audience) or one that is affected by it. When developing ideas, engagement with the target audience and client drives the development to ensure it is fit-for-purpose, and the student must engage with the communities that effect and are affected by the solution when evaluating its effectiveness in solving the problem.</p>	<p>Development Development is the act or process of growth, progress or evolution, sometimes through iterative improvements. All ideas need refinement, through development, to become successful, appropriate and feasible. The development of solutions allows problems to be solved with greater success. Even though the name suggests that the main focus of development would be found in developing ideas, students have to develop research plans as and when they realize that there is further information they need in order to solve the problem. Students constantly adapt and change their plans when creating the solution, dependent on the thoroughness of their planning and, when evaluating, students develop testing methods to assess the success of the solution.</p>	<p>Systems Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex. While exploring the concept of systems, students develop an awareness and understanding that everything is connected to a single system or multiple systems. Products and solutions are systems of components combined to carry out a specific function. Systems also structure processes: the design cycle is an example of a system. Open loop systems have an input, process and output. Closed loop systems have an input, process, output and mechanism for feedback.</p>
Related Concepts	<p>Related Concepts: Adaptation, Collaboration, Ergonomics, Evaluation, Form, Function, Innovation, Invention, Markets and trends, Perspective, Resources, Sustainability</p>	<p>Related Concepts: Adaptation, Collaboration, Ergonomics, Evaluation, Form, Function, Innovation, Invention, Markets and trends, Perspective, Resources, Sustainability</p>	<p>Related Concepts: Adaptation, Collaboration, Ergonomics, Evaluation, Form, Function, Innovation, Invention, Markets and trends, Perspective, Resources, Sustainability</p>	<p>Related Concepts: Adaptation, Collaboration, Ergonomics, Evaluation, Form, Function, Innovation, Invention, Markets and trends, Perspective, Resources, Sustainability</p>

MYP Subject Specific Units				
	DESIGN AND TECHNOLOGY Media Ethics	DESIGN AND TECHNOLOGY Innovation and Invention (Apps)	DESIGN AND TECHNOLOGY Digital Literacy (Coding)	DESIGN AND TECHNOLOGY Robotics / AI / 3D Printing
Guided Inquiry	<ul style="list-style-type: none"> What are media influences and influencers? How far should we be influenced by the media? How can we ensure factual truth? How is beauty perceived in the media? What are the positives and negatives of commercial consumerism? How much exposure to digital devices is too much? How can we ensure ethical usage of digital devices and platforms? What is cyber bullying? 	<ul style="list-style-type: none"> What is invention and innovation? What is the process for creating a new product? What are the ethical considerations regarding innovation and invention, now, in the past and for the future? What is 'Ergonomics'? When is form more important than function? What are the most popular Apps and why? Can we invent an App? Do we need another App? 	<ul style="list-style-type: none"> What is coding? How will learning to code help us? Can digital codes be made sustainable? Are any ideas new, or are they new versions of old designs? What are the general rules of web design? Can we design a Webpage? Can we program a digital device like a drone? Are digital functions harmful in any way? 	<ul style="list-style-type: none"> What is artificial intelligence and how was it developed? Why do we need robots? Can we build and program a robot? Is 3D printing just a 'fad'? Which electronic components can be used to create a sensory circuit? How are robotic prosthesis created and how do they function? How are electronics of benefit? How could electronics be harmful?
Aims	<p>The aims of MYP design are to encourage and enable students to:</p> <ul style="list-style-type: none"> enjoy the design process, develop an appreciation of its elegance and power develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems develop an appreciation of the impact of design innovations for life, global society and environments appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts develop respect for others' viewpoints and appreciate alternative solutions to problems act with integrity and honesty, and take responsibility for their own actions developing effective working practices. 			
Objectives	<p>A) Inquiring and Analysing Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.</p> <p>In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> explain and justify the need for a solution to a problem for a specified client/target audience identify and prioritize the primary and secondary research needed to develop a solution to the problem analyse a range of existing products that inspire a solution to the problem develop a detailed design brief which summarizes the analysis of relevant research. 	<p>B) Developing Ideas Students write a detailed specification, which drives the development of a solution. They present the solution.</p> <p>In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> develop a design specification which clearly states the success criteria for the design of a solution develop a range of feasible design ideas which can be correctly interpreted by others present the final chosen design and justify its selection develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. 	<p>C) Creating the Solution Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.</p> <p>In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution demonstrate excellent technical skills when making the solution follow the plan to create the solution, which functions as intended fully justify changes made to the chosen design and plan when making the solution. 	<p>D) Evaluating Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.</p> <p>In order to reach the aims of design, students should be able to:</p> <ol style="list-style-type: none"> design detailed and relevant testing methods, which generate data, to measure the success of the solution critically evaluate the success of the solution against the design specification explain how the solution could be improved explain the impact of the solution on the client/target audience.
Connections	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>

MYP Subject Specific Units				
MYP Subject and Global Context	ARTS Visual Arts	ARTS Music	ARTS Drama and Theatre	ARTS Movement / Dance
	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts: Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development
Guided Inquiry	Unit 1	Unit 2	Unit 3	Unit 4
	<p style="text-align: center;">Title: Visual Arts</p> <p style="text-align: center;">Statement of Inquiry: <i>We can use our imaginations to explore the creativity of representing ideas and emotions through visual media.</i></p> <ul style="list-style-type: none"> Do social, cultural and artistic movements reflect the era, or has the era reflected the artistic movements? What kinds of visual media can we use to express our ideas, including digital? Who are the famous artists and why are they famous? How can we use the different genres of visual art, including photography? 	<p style="text-align: center;">Title: Music</p> <p style="text-align: center;">Statement of Inquiry: <i>Music is another language we use to express ourselves.</i></p> <ul style="list-style-type: none"> Do social, cultural and artistic movements reflect the era, or has the era reflected the artistic movements? How can we appreciate the music we make, and the music made by others? How do all the different instruments work? What is the language of music? Is it seen or heard? How do we interpret music? Famous composers? 	<p style="text-align: center;">Title: Drama / Theatre</p> <p style="text-align: center;">Statement of Inquiry: <i>Telling stories through dramatic performances help us appreciate different perspectives on human commonalities.</i></p> <ul style="list-style-type: none"> Do social, cultural and artistic movements reflect the era, or has the era reflected the artistic movements? Famous playwrights, TV writers and film-makers are popular because...? Who was Shakespeare and how have his writings / performances endured? 	<p style="text-align: center;">Title: Movement / Dance</p> <p style="text-align: center;">Statement of Inquiry: <i>Body language, movement and dance are alternative ways of expressing our thoughts, feelings and cultural perspectives.</i></p> <ul style="list-style-type: none"> Do social, cultural and artistic movements reflect the era, or has the era reflected the artistic movements? Is body language expressed differently in different cultures? What are the different types of dance? What is the difference between movement and dance? Is gymnastics a form of dance?
Key Concepts	<p>Aesthetics Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature. In the arts, the concept of aesthetics is perceived differently around the world and across cultures. Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.</p> <p>Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.</p> <p>Communication Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or nonverbal). Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.</p> <p>Identity Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences. In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.</p> <p>Other key concepts can also be important in arts. Creativity, culture, form, perspective, relationships, as well as time, place and space, are all key concepts easily applied in arts units of study.</p>			

MYP Subject Specific Units					
	ARTS Visual Arts	ARTS Music	ARTS Drama and Theatre	ARTS Movement / Dance	
Related Concepts	Related Concepts in Visual Arts: Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Presentation, Representation, Style, Visual culture	Related Concepts in Performing Arts: Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Play, Presentation, Role, Structure	Related Concepts in Performing Arts: Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Play, Presentation, Role, Structure	Related Concepts in Performing Arts: Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Play, Presentation, Role, Structure	
Aims	<p>The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.</p> <p>The aims of MYP arts are to encourage and enable students to:</p> <ul style="list-style-type: none"> • create and present art • develop skills specific to the discipline • engage in a process of creative exploration and (self-)discovery • make purposeful connections between investigation and practice • understand the relationship between art and its contexts • respond to and reflect on art • deepen their understanding of the world. 		<p>The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.</p> <p>The aims of MYP arts are to encourage and enable students to:</p> <ul style="list-style-type: none"> • create and present art • develop skills specific to the discipline • engage in a process of creative exploration and (self-)discovery • make purposeful connections between investigation and practice • understand the relationship between art and its contexts • respond to and reflect on art • deepen their understanding of the world. 		
Objectives	<p>A) Knowing and Understanding</p> <p>Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology demonstrate an understanding of the role of the art form in original or displaced contexts use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. 	<p>B) Developing Skills</p> <p>The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> demonstrate the acquisition and development of the skills and techniques of the art form studied demonstrate the application of skills and techniques to create, perform and/or present art. 	<p>C) Thinking Creatively</p> <p>The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> develop a feasible, clear, imaginative and coherent artistic intention demonstrate a range and depth of creative-thinking behaviours demonstrate the exploration of ideas to shape artistic intention through to a point of realization. 	<p>D) Responding</p> <p>Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.</p> <p>In order to reach the aims of arts, students should be able to:</p> <ol style="list-style-type: none"> construct meaning and transfer learning to new settings create an artistic response that intends to reflect or impact on the world around them critique the artwork of self and others. 	
Connections	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation , Environment, Creativity , Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation , Environment, Creativity , Well-being and the 17 Global Goals ⁷⁴	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation , Environment, Creativity , Well-being and the 17 Global Goals.	Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation , Environment, Creativity , Well-being and the 17 Global Goals.	

		MYP Subject Specific Units			
		PSPE Health Education	PSPE Personal and Social Education	PSPE Physical and Sports Education	PSPE Emotional Education
MYP Subject and Global Context	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	<p>Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> identities and relationships orientation in space and time personal and cultural expression scientific and technical innovation globalization and sustainability fairness and development 	
	<p>Unit 1</p> <p>Title: Health Education</p> <p>Statement of Inquiry: <i>Being healthy can be interpreted in different ways by different individuals and cultures.</i></p>	<p>Unit 2</p> <p>Title: Personal and Social Education</p> <p>Statement of Inquiry: <i>Personal identity and social interactions can impact us in positive and negative ways.</i></p>	<p>Unit 3</p> <p>Title: Physical and Sports Education</p> <p>Statement of Inquiry: <i>We can develop meaningful cooperation and collaboration through individual and team sports as well as physical exercise.</i></p>	<p>Unit 4</p> <p>Title: Emotional Education and Well-being</p> <p>Statement of Inquiry: <i>Maintaining emotional awareness and balance can improve a sense of well-being.</i></p>	
Key Concepts	<p>Change</p> <p>Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.</p>	<p>Communication</p> <p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or nonverbal). Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also how that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.</p>	<p>Development</p> <p>Development is the act or process of growth, progress or evolution, sometimes through iterative improvements. Ongoing development is an essential aspect of health literacy. Students develop conceptual knowledge, skills and disposition that enhance their well-being. Through practice, students develop confidence, acquire/improve competencies, and develop a more sophisticated understanding of what it means for individuals and groups to be healthy. Health and physical education is central to the development of motor skills, life skills, personal fulfillment, and empowering effective participation in healthy global communities</p>	<p>Relationships</p> <p>Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem. In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills. Other key concepts can also be important in physical and health education. For example, connections emphasize personal opportunities and risks related to people, places, communities, climate and cultures. The connection between physical activity, physical education and health is also critical. Form is evident in all aspects of sport and dance. Logic underpins reflective activities in both physical education and health: players and performers use logic (including scientific thinking) to analyse, evaluate and improve performance.</p>	
	<p>Related Concepts:</p> <p>Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspective, Refinement, Space, Systems</p>	<p>Related Concepts:</p> <p>Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspective, Refinement, Space, Systems</p>	<p>Related Concepts:</p> <p>Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspective, Refinement, Space, Systems</p>	<p>Related Concepts:</p> <p>Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspective, Refinement, Space, Systems</p>	

MYP Subject Specific Units					
	PSPE Health Education	PSPE Personal and Social Education	PSPE Physical and Sports Education	PSPE Emotional Education	
Guided Inquiry	<ul style="list-style-type: none"> What does it mean to be healthy? How can we take care of our bodies as they change and grow? How can we create balance between the mind and body? What is good nutrition? Why do we consume things that are not good for us? What is the difference between a habit and an addiction? 	<ul style="list-style-type: none"> How can personal identity and social interactions influence relationships? How can physical activity or team games help or hinder relationships? Why can the energy of a performance feel different to the audience and the performer? What is sportsmanship? What does it mean to be a champion? 	<ul style="list-style-type: none"> What is the goal of physical activity or participation in a sport? What are the functions of specific roles or positions in this sport? How can team members communicate? What are the rules? What are the differences between playing a solo sport and a team sport? What is the difference between skill and talent? 	<ul style="list-style-type: none"> How do we maintain emotional and physical balance? How are the mind and the body inter-related? What physical factors can influence emotion? How do we manage our feelings? What is emotional intelligence? What would it be like not to feel any emotion? 	Fairgreen International School in the Sustainable City, Dubai, UAE
Aims	<p>The aims of MYP physical and health education are to encourage and enable students to:</p> <ul style="list-style-type: none"> use inquiry to explore physical and health education concepts participate effectively in a variety of contexts understand the value of physical activity achieve and maintain a healthy lifestyle • collaborate and communicate effectively build positive relationships and demonstrate social responsibility reflect on their learning experiences. 		<p>The aims of MYP physical and health education are to encourage and enable students to:</p> <ul style="list-style-type: none"> use inquiry to explore physical and health education concepts participate effectively in a variety of contexts understand the value of physical activity achieve and maintain a healthy lifestyle • collaborate and communicate effectively build positive relationships and demonstrate social responsibility reflect on their learning experiences. 		
Objectives	<p>A) Knowing and understanding Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> explain physical and health education factual, procedural and conceptual knowledge apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding. 	<p>B) Planning for performance Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> develop goals to enhance performance design, explain and justify a plan to improve physical performance and health. 	<p>C) Applying and performing Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> demonstrate and apply a range of skills and techniques effectively demonstrate and apply a range of strategies and movement concepts effectively analyse and apply information to perform effectively. 	<p>D) Reflecting and improving performance Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> explain and demonstrate strategies to enhance interpersonal skills analyse and evaluate the effectiveness of a plan based on the outcome analyse and evaluate performance. 	
Connections	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being and the 17 Global Goals.</p>	

MYP Subject Specific Units	
MYP Subject and Global Context	RELIGION - Islamic Studies
	RELIGION - World Religions
MYP Subject and Global Context	<p style="text-align: center;">Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development
	<p style="text-align: center;">Global Contexts:</p> <p>Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP studies can develop meaningful explorations of:</p> <ul style="list-style-type: none"> • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development
MYP Subject and Global Context	Unit 1
	Unit 3
MYP Subject and Global Context	Title: Islamic Studies
	Title: World Religions
MYP Subject and Global Context	<p style="text-align: center;">Statement of Inquiry:</p> <p style="text-align: center;"><i>The study of Islam develops understanding and devotion.</i></p> <ul style="list-style-type: none"> • What is Islam? • Why is it important? • How has Islam evolved over time? • What is the difference between religion and culture or tradition? • How can religion be a cause for conflict? • How does religion represent human commonalities and differences?
	<p style="text-align: center;">Statement of Inquiry:</p> <p style="text-align: center;"><i>Understanding world religions can help us appreciate world cultures, values, beliefs and perspectives, the differences and the commonalities of human kind.</i></p> <ul style="list-style-type: none"> • What is religion to different people? • Why is it important to some people? • How has religion evolved over time? • What is the difference between religion and culture or tradition? • How can religion be a cause for conflict? • How does religion represent human commonalities and differences?
MYP Subject and Global Context	<p>Causality (cause and consequence): Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the “short term” and “long term”. The problem of “multiple causality” has also been central to historiography.</p> <p>Civilization: Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.</p> <p>Conflict: Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between religion over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.</p> <p>Cooperation: Cooperation is the action or process of individuals or societies working together towards the same end. Historians examine the cooperation between societies, individuals, and environments in order to determine the positive, negative, short-term, and long-term factors that define/derive a historical event or process. Cooperation can be a catalyst for change or continuity. Cooperation between actors implies certain levels of responsibility.</p> <p>Culture: Culture encompasses a range of unique experiences, behaviours, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system.</p> <p>Governance: Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them.</p>
	<p>Causality (cause and consequence): Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the “short term” and “long term”. The problem of “multiple causality” has also been central to historiography.</p> <p>Civilization: Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.</p> <p>Conflict: Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between religion over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.</p> <p>Cooperation: Cooperation is the action or process of individuals or societies working together towards the same end. Historians examine the cooperation between societies, individuals, and environments in order to determine the positive, negative, short-term, and long-term factors that define/derive a historical event or process. Cooperation can be a catalyst for change or continuity. Cooperation between actors implies certain levels of responsibility.</p> <p>Culture: Culture encompasses a range of unique experiences, behaviours, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system.</p> <p>Governance: Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them.</p>

Key Concepts informed by MYP History Concepts	<p>Identity: Identity is the combination of the values, beliefs and experiences that define, shape and inform who we are, our perspectives and how we behave as individuals, communities, societies and cultures. Identity shapes historical processes and interpretations. Identity is shaped by external and internal influences and it is relational (the notion of “we” as opposed to “them”). This concept refers to how both individual and group perceptions of the self, form, evolve and are expressed. From a historical perspective, identity can be examined as a cause or consequence of an event, idea or process. Additionally, the notion of citizenship appears as a politically and historically relevant form of identification on the part of peoples.</p> <p>Ideology: An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of ways. For example, through the definition of certain rights and responsibilities.</p> <p>Innovation and revolution: Innovation incorporates the understanding of processes that drive change and invention. In history, this concept looks at the process of generating new ideas, events, movements, products or solutions through the alteration, transformation, reorganization, restructuring, rearrangement, or renovation of existing ideas, events, movements, products or solutions. Innovation involves religion because they use their capacity to create, contrive and initiate a capacity that can lead to both positive and negative consequences in the short term and the long term.</p> <p>Interdependence: Interdependence is the state of two or more individuals, groups or societies being reliant on each other. This mutual dependence is often derived from a need for individuals, groups or societies to grow, develop, change and/or advance. Interdependence can lead to a variety of results, both positive and negative. These results can be the same or different for the parties involved in the interdependent relationship. As well, these results can change depending on the time period and location in which the individuals, groups and/or societies exist. Relations of interdependence are not necessarily horizontal.</p> <p>Historiography can also study processes of dependency, domination and power between peoples or nations.</p> <p>Perspective: Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event.</p> <p>Significance: Significance is a concept of a different nature as it is more clearly related to the craft of the discipline. It refers to the quality of having great value taking into account the historical context. Historical context is the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something from history, we must look at its context—those things that surround it in time and place and that give it its meaning or value. In this way, we can gain, among other things, a sense of how unique or ordinary an event or idea seems to be in comparison to other events and ideas.</p>			
	Related Concepts	<p>Related Concepts: Islamic Studies: Authority, Beliefs, Deity, Destiny, Doctrines, Morality, Religious feelings, Rituals and rites, Sacredness, Symbolism, Tradition, Worship</p>		<p>Related Concepts: World religions: Authority, Beliefs, Deity, Destiny, Doctrines, Morality, Religious feelings, Rituals and rites, Sacredness, Symbolism, Tradition, Worship</p>
Objectives	<p>A) Knowing and understanding Students develop factual and conceptual knowledge about religion.</p> <p>In order to reach the aims of religious studies students should be able to:</p> <ol style="list-style-type: none"> use terminology in context demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. 	<p>B) Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.</p> <p>In order to reach the aims of religious studies students should be able to:</p> <ol style="list-style-type: none"> formulate a clear and focused research question and justify its relevance formulate and follow an action plan to investigate a research question use research methods to collect and record relevant information evaluate the process and results of the investigation. 	<p>C) Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.</p> <p>In order to reach the aims of religious studies students should be able to:</p> <ol style="list-style-type: none"> communicate information and ideas using an appropriate style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention. 	<p>D) Thinking critically Students use critical thinking skills to develop and apply their understanding of religion and the process of investigation.</p> <p>In order to reach the aims of religious studies students should be able to:</p> <ol style="list-style-type: none"> discuss concepts, issues, models, visual representation and theories synthesize information to make valid arguments analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations interpret different perspectives and their implications.
Connections	<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being, Religion and the 17 Global Goals. 78</p>		<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being, Religion and the 17 Global Goals.</p>	

IB Mission Statement	<p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p>					
	<p>The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of undertaking interdisciplinary units. These aims, moreover, suggest how the student may be changed by the learning experience.</p> <p>The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:</p> <ul style="list-style-type: none"> develop a deeper understanding of learning skills and apply them in meaningful contexts integrate conceptual learning, ways of knowing, and methods of inquiring from multiple disciplines inquire into compelling issues, ideas and challenges by creating products or explaining phenomena reflect on and communicate understanding of the interdisciplinary learning process experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another. 					
IB MYP Aims, Objectives, Global Contexts	<p>The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units at the end of the programme in year 5, in year 3 and in year 1. These objectives relate directly to the assessment criteria and support the development of the ATL skills.</p>					
	<p>A) Disciplinary Grounding:</p> <p>In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand concepts and skills of the selected disciplines—as framed in subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.</p> <p>At the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge. 		<p>B) Synthesizing:</p> <p>Through the development of holistic learning students will integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products.</p> <p>At the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> synthesize disciplinary knowledge to demonstrate interdisciplinary understanding. 		<p>C) Communicating:</p> <p>Interdisciplinary learning helps to prepare students for communicating understandings across areas of expertise. By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries. Students develop the capacity to communicate effectively and responsibly with a range of audiences.</p> <p>At the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> use appropriate strategies to communicate interdisciplinary understanding effectively document sources using recognized conventions. 	
	<p>D) Reflecting:</p> <p>When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries.</p> <p>At the end of the programme, students should be able to:</p> <ul style="list-style-type: none"> reflect on the development of their own interdisciplinary understanding evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations. 					
	<p>Identities and relationships</p> <p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human</p>	<p>Orientation in space and time</p> <p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Personal and cultural expression</p> <p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Scientific and technical innovation</p> <p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Globalization and sustainability</p> <p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Fairness and development</p> <p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

Key concepts are powerful abstract ideas that have many dimensions and definitions. They have important interconnections and overlapping concerns. The following broad descriptions apply across subject groups, and MYP subject-group guides will suggest further discipline-specific understandings. Inquiry into MYP key concepts will further develop (and debate) the meaning of these significant ideas.

- **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- **Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
- **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
- **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.
- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
- **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- **Global** interactions, as a concept, focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
- **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.
- **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
- **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. MYP key concepts 68 Fostering interdisciplinary teaching and learning in the MYP
- **Relationships** are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.
- **Time, place and space** is an intrinsically linked concept that refers to the absolute or relative position of people, objects and ideas. “Time, place and space” focuses on how we construct and use our understanding of location (“where” and “when”).

MYP Command Terms for Interdisciplinary Learning:

- **Apply:** Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also “Use”.)
- **Demonstrate:** Make clear by reasoning or evidence, illustrating with examples or practical application.
- **Describe:** Give a detailed account or picture of a situation, event, pattern or process.
- **Document:** Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
- **Evaluate:** Make an appraisal by weighing up the strengths and limitations.
- **Explain:** Give a detailed account including reasons or causes.
- **Identify:** Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
- **List:** Give a sequence of brief answers with no explanation.
- **Outline:** Give a brief account or summary.
- **Recognize:** Identify through patterns or features.
- **Reflect:** Think about deeply; consider.
- **State:** Give a specific name, value or other brief answer without explanation or calculation.
- **Synthesize:** Combine different ideas in order to create new understanding.
- **Use:** Apply knowledge or rules to put theory into practice.

MYP Interdisciplinary Units

		Languages and Culture		Visual Arts, Literature and Design	
Grades 6 to 8: (11 to 14 years)		<p>Interdisciplinary Purpose:</p> <p>A collaboration between the Languages (Arabic and French), the Language and Literature (English) and the Individuals and Societies departments to explore world perspectives in language, literature, history, geography and culture - An exploration into community, perspectives and the 17 Global Goals.</p>		<p>Interdisciplinary Purpose:</p> <p>Using elements of Language, Design and Visual Art we can create visual representations of IB terminology and Fairgreen Core Values in multiple languages. An inquiry into the representation of key words and core values, such as the IB Learner Profile attributes and descriptors, through Urban Graffiti and Street Art.</p>	
		<p>Statement of Inquiry, Central Idea and Content:</p> <p>An exploration into language and culture helps us to appreciate other perspectives, past, present and possible futures. By exploring each other's historical, geographical, cultural and linguistic heritage we come to understand each other and broaden our perspective of the world and its people. Going beyond food, flags, fashion, festivals and famous people could help us appreciate the 17 Global Goals - what they are, why we need them and what we can do to help.</p>		<p>Statement of Inquiry, Central Idea and Content:</p> <p>Considering Urban Graffiti and Street Art we can create visual representations of IB Key Concepts - PYP and subject specific MYP concepts / MYP Global Contexts / MYP Approaches to Learning / PYP Transdisciplinary Skills / PYP Attitudes / the 4 MYP Objectives / the 17 UN Global Goals / FIS 6 Pillars as written on the Fairgreen Website / F.I.S. words - fairness, freedom, functionality words /intellect, innovation and invention words / sustainability, action, service learning and environmentalism words.</p>	
		<p>Lines of Inquiry:</p> <p>Factual:</p> <ul style="list-style-type: none"> • What is culture to different peoples? • How do we understand those who speak a different language? • How do we express ourselves in other languages? • What are the 17 Global Goals? <p>Conceptual:</p> <ul style="list-style-type: none"> • What can we understand about the world by exploring different languages and cultures? • If we compare our language and culture to others that we know, such as Arabic, French, English and other Mother Tongues in our school, does it change our perceptions of the world around us? • Can our new understandings help us to address the 17 Global Goals? <p>Debatable:</p> <ul style="list-style-type: none"> • Is learning another language important for everyone? • Which languages are considered the most 'important'? • Which cultures appear 'strong' in comparison to others in the world? • What are the perspectives governing factual knowledge about history? • What are the factors governing geographical location and 'ownership'? • From what we have learned about language and culture, which Global Goal(s) could we address? 		<p>Lines of Inquiry:</p> <p>Factual:</p> <ul style="list-style-type: none"> • What is Graffiti, where is it found, who creates it and how can we adopt the style in our own art? • What is Street Art, where is it found, who creates it and how can we adopt the style in our own art? <p>Conceptual:</p> <ul style="list-style-type: none"> • What are the implications of representing our creative ideas and interpretations through Graffiti? • What are the implications of representing our creative ideas and interpretations through Street Art? • Does creating visual representations of words, concepts and / or values enhance our understanding? • What does it mean to be 'artistic'? • What is 'beauty' in art, and who decides this? <p>Debatable:</p> <ul style="list-style-type: none"> • How is Graffiti perceived? How will our representations be interpreted? • How is Street Art perceived? How will our representations be interpreted? 	
UN Global Goals		<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.</p>		<p>Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.</p>	
		<ul style="list-style-type: none"> • No Poverty • Zero Hunger • Good Health and Well-being • Quality Education • Gender Equality • Clean Water and Sanitation • Affordable and Clean Energy • Decent Work and Economic Growth 	<ul style="list-style-type: none"> • Industry, Innovation and Infrastructure • Reduced Inequalities • Sustainable Cities and Communities • Responsible Consumption and Production • Climate Action • Life Below Water • Life on Land • Peace Justice and Strong Institutions • Partnerships for the Goals 	<ul style="list-style-type: none"> • No Poverty • Zero Hunger • Good Health and Well-being • Quality Education • Gender Equality • Clean Water and Sanitation • Affordable and Clean Energy • Decent Work and Economic Growth 	<ul style="list-style-type: none"> • Industry, Innovation and Infrastructure • Reduced Inequalities • Sustainable Cities and Communities • Responsible Consumption and Production • Climate Action • Life Below Water • Life on Land • Peace Justice and Strong Institutions • Partnerships for the Goals

MYP Interdisciplinary Units

		Music and Design	Health, Wellness and Food Technology		
Grades 6 to 8: (11 to 14 years)		<p>Interdisciplinary Purpose:</p> <p>By integrating Music and Design Technology to create a Marimba, we can create an instrument and use it to make music.</p>	<p>Interdisciplinary Purpose:</p> <p>A collaboration between the disciplinary departments to explore the Bio-domes in our community and how they are used - An exploration into how we can use the Bio-domes, informed by the MYP subject areas, the concepts of sustainability and innovation, our collective well-being and the 17 Global Goals - An investigation inspired by Stephen Ritz.</p>	Fairgreen International School in the Sustainable City, Dubai, UAE	
		<p>Statement of Inquiry, Central Idea and Content:</p> <p>An inquiry into making, learning to play and creating a performance on an authentic musical instrument.</p>	<p>Statement of Inquiry, Central Idea and Content:</p> <p>An exploration into Bio-dome technology and Green Towers being used in our location can help us to appreciate perspectives on health, wellness and well-being, in the past, present and possible futures. By exploring how we could use the Bio-domes and Green Towers in our location and elsewhere, we may come to appreciate perspectives debated around the UN 17 Global Goals, particularly the ones regarding poverty (1) and responsible consumption (12), and we can try to set an example of how we as a species can improve our processes and methods of consumption.</p>		
		<p>Lines of Inquiry:</p> <p>Factual:</p> <ul style="list-style-type: none"> What is a Marimba? How is it made? How is it Played? Exploring the history, design and production of other musical instruments for comparison (individual or small group research project for presentation). <p>Conceptual:</p> <ul style="list-style-type: none"> Does creating an instrument enhance our understanding of how it is played, how it sounds? Does creating an instrument help us understand how to compose music / create a performance using the instrument? <p>Debatable:</p> <ul style="list-style-type: none"> How is Marimba music perceived? 	<p>Lines of Inquiry:</p> <p>Factual:</p> <ul style="list-style-type: none"> How do the Bio-domes and Green Towers work? What can we grow using these technologies? What are the historical and current methods and consequences of food production? <p>Conceptual:</p> <ul style="list-style-type: none"> What are the ethics regarding mass food production for humans and their animals? Can understanding the process, methods and ethics of food production help us to create more sustainable <p>Debatable:</p> <ul style="list-style-type: none"> Developing from hunters and gatherers into farmers in past, and considering how we mass produce food in the present, is farming a good or bad thing? What are the positives and negatives of 'progress'? 		
	<p>Subject Connections:</p> <p>Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.</p>	<p>Subject Connections:</p> <p>Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.</p>			
UN Global Goals	<ul style="list-style-type: none"> No Poverty Zero Hunger Good Health and Well-being Quality Education Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth 	<ul style="list-style-type: none"> Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life on Land Peace Justice and Strong Institutions Partnerships for the Goals 	<ul style="list-style-type: none"> No Poverty Zero Hunger Good Health and Well-being Quality Education Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth 	<ul style="list-style-type: none"> Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life on Land Peace Justice and Strong Institutions Partnerships for the Goals 	

MYP Interdisciplinary Units

		Sustainability and Innovation		Technology and Media Influences	
Grades 6 to 8: (11 to 14 years)	Interdisciplinary Purpose: A collaboration between the disciplinary departments in order to conduct an investigation into 'green living' in our community. Informed by the 8 MYP subjects, the concepts of sustainability and innovation, our collective well-being and the 17 Global Goals we can learn about, and participate in, sustainable ways of living.		Interdisciplinary Purpose: A collaboration between the disciplinary departments to explore Media influences and perceptions (Fashion / Trashion Show G6); Technological innovation and the future of technology (Lego, coding and robotics G7); How we can contribute to an ethical development of technology and how we use it (Inventing an App and community communication through media technology G8) - An exploration into Media influences and the impact of technology, now and in the future.		Fairgreen International School in the Sustainable City, Dubai, UAE
	Statement of Inquiry, Central Idea and Content: By exploring the innovations into sustainability in our city, we can learn ways to contribute to the project and set an example for the rest of the world and for the future.		Statement of Inquiry, Central Idea and Content: Understanding how digital technology and digital media sources have impacted our lives can help us understand the way forward. Considering the concepts of integrity, perception and ethics we can participate in technological development and innovation in a way that is beneficial for all.		
	Lines of Inquiry: Factual: <ul style="list-style-type: none"> How does a solar panel work? How does a wind tower work? How does the Sustainable City function? Can we find similar sustainable communities around the world? Conceptual: <ul style="list-style-type: none"> How will an understanding of sustainable technology and innovative design help us to contribute to a better future? How can we set an example for future generations? Debatable: <ul style="list-style-type: none"> Is sustainability important? How? Is innovation important? Why or why not? Should we all think about the future when we innovate? 		Lines of Inquiry: Factual: <ul style="list-style-type: none"> What is digital media? Exploring the history, design and production of digital devices, the Internet, social media, coding and robotics, and those who created them first, can we discover a sense of history about the development of technology? In what way has technology changed the way we live and interact? Conceptual: <ul style="list-style-type: none"> Does the media influence perceptions of beauty? What kinds of innovations and development would be most beneficial in the future? What kind of ethical considerations should be considered when developing technology? Debatable: <ul style="list-style-type: none"> By conducting a Trashion Show we can change perceptions of beauty and fashion, can't we? Are there positives and negatives to convenience and consumerism? Does artificial intelligence concern everyone? What is ethical innovation? 		
Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.		Subject Connections: Sciences, Math, Languages, Individuals and Societies, PSPE, Arts, Design and Technology, Sustainability, Innovation, Environment, Creativity, Well-being.			
UN Global Goals:	<ul style="list-style-type: none"> No Poverty Zero Hunger Good Health and Well-being Quality Education Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth 	<ul style="list-style-type: none"> Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life on Land Peace Justice and Strong Institutions Partnerships for the Goals 	<ul style="list-style-type: none"> No Poverty Zero Hunger Good Health and Well-being Quality Education Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth 	<ul style="list-style-type: none"> Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life on Land Peace Justice and Strong Institutions Partnerships for the Goals 	

Teaching and Learning Philosophy at FIS

The IB MYP Curriculum is quite dense in terms of content components consisting of Aims, Global Contexts, Concepts, Skills, Assessment Objectives and Projects, but our over-arching philosophy on teaching and learning here at Fairgreen is summarised below:

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skilful learners use these strategies to:

- *Access content through various media including text*
- *Make meaning of the content*
- *Make connections with, and apply the content in thoughtful and meaningful ways*
- *Retain the content for later use*

In developing these strategies and coming to own them, students learn how to acquire important knowledge. These strategies include the following:

Students will:

- *Critically think about topics and ideas of importance to them*
- *Set goals for their learning*
- *Develop knowledge and skills to apply to new situations or tasks*
- *Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually*
- *Make predictions, inferences and judgments*
- *Learn to view situations from different perspectives*
- *Create on-going summaries or syntheses*
- *Build on their understandings by sharing and discussing them with others*
- *Assess their learning and make the necessary changes or corrections*
- *Take action as a result of the learning process*

The most important goal of this approach is the development of independent learners who are equipped with the skills and knowledge they will need for a lifetime of learning. Our approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to apply effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation.

Teachers use a combination of whole-class, small group, partner, and one-on-one instruction involving conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students' development as independent learners.

Learning Support:

English as an Additional Language (EAL)

FIS is a school that values and promotes the benefits of multilingualism to assist a student's all round academic development and the necessity in a global context to have mastery of more than one language. English as an additional language (EAL) support teachers will provide support throughout the Primary/Elementary and Middle School and to a more limited extent in High School, to enable all students' equal access not just to the curriculum, but to all that FIS offers. An early intervention program identifies and assesses needs and appropriate language support will be implemented for those students who will require additional assistance in the early years of English language acquisition.

At FIS many students will be constructing knowledge in a language that is not their mother tongue. Our goal is to nurture the diversity of multicultural and multilingual students with a view of developing an internationally minded community of learners. At FIS we will be striving to guarantee equal access to the curriculum for all learners, which is why it is paramount that we develop an effective language and literacy program. It is one of the IB philosophical underpinnings that an international education promotes intercultural understanding and the ability to communicate in a variety of modes in more than one language.

Students experiencing second language acquisition difficulties will receive support within their regular classroom and depending on the assessments of specialist EAL teachers. EAL specialists work regularly with students experiencing the greatest challenges, including non-English speakers joining the school. Specialist support will take the form of both 'push in' or in class support and 'pull out' programs or withdrawal from mainstream classes for identified subjects depending on the student's needs.

Special Educational Needs and Disabilities (SEND)

Identification of SEND Students at Entry to the School

From the outset FIS will have a dedicated number of places available for SEND students in line with UAE Federal Law 29 2006 and Law no. 2 of March 2014. A limitation on the numbers of places must be followed so that the school can successfully provide for the range of SEND students that enter the school. For EAL, all students will be considered depending on age and fluency of language. Children with no previous English will be considered though this will be done on a case by case basis.

Our school is inclusive and therefore acknowledges that we must provide the best possible care and provision for ALL the children that we accept into the school until parents decide to change schools for their child.

On acceptance SEND students will be placed into the following categories as identified by the KHDA categories of 2015-16 for disabilities/special education needs: behavioural, sensory, physical, medical, speech or language, communication and interaction, learning difficulties mild or significant, PLMD, an assessed syndrome, or dyslexia, dysgraphia, dyscalculia and dyspraxia. If students are identified with multiple needs this will not debar them from entry to the school.

Provision for SEND students

FIS will provide high quality services to meet the educational needs of SEND students and in line with expectations set down by KHDA in UAE Inspection Framework 2015-2016 and DSIB School Inspection Supplement 2016-2017 (p.17-19). SEND students are mainstreamed and involved in all school activities. All students with mild or moderate learning delays or disabilities are treated with due respect and utmost care by the entire school community.

The students with mild and moderate special needs will be admitted to their age group and grade. During their time in the school FIS will support these students to attain and achieve their potential. Other students admitted to the school who have been identified as SEND will be provided with one of three levels of intervention based on the Response to Intervention model. (RTI).

Level One will provide all SEN students with the following: differentiated instruction by the homeroom or subject teacher who will know what the identified area of need is and which teaching strategies and pedagogical approaches are most relevant; flexible groupings within the classroom; regular screenings using benchmarked tests such as ISA, GL and other diagnostic assessments; in class support from one of the Learning Support Team (LST).

Students identified on entry with more significant needs will receive the above and a **Level Two** intervention that will provide; small group or individual instruction from one of the LST both in class and at after school activities, for example: reading groups, social skills club, tutoring math extension, and Think Tank.

Level Three students who have an Educational Psychologist Report will receive an Individual Education Plan (IEP). On admittance to the school, an IEP * will be created for SEN students who have a psychological education test result that requires such a plan. The IEP will be used by teaching staff to guide instructional practice including modifications of the program and adaptations of the environmental or other aspects of instruction and assessment. These are tailored to the individual needs of each student to enable optimal learning success.

SEND Referral Process

Throughout the academic year the Learning Support Team (LST) will work in close collaboration with class, subject teachers and parents. A referral system will be in place for those students who begin to exhibit difficulties in meeting classroom expectations or whose progress is not in line with curriculum standards or who are observed to experience difficulty in; completing work including homework, following written or oral directions, math, writing or reading skills, spelling, retaining information, behavioural control, social interaction, participating, and concentrating. The LST will work with the class and subject teachers to identify the most appropriate interventions from using ability grouping, directed seating arrangements, modified or shortened assignments, and one on one instruction or tutoring. If appropriate these students would be moved to Level One or Level Two intervention.

Partnership with SEND Parents

FIS will work closely with parents of SEN children during the admissions process and during their time in the school. Parents need to be confident that the school can fully grow the skill set of their child and at the same time address any learning difficulties that they might be experiencing. At the point of admissions parents would be requested to be transparent and inform the school of any previous SEN diagnosis of their child. Our specialists will work with the parents to verify that the admissions assessment results for their child are accurate. This will be done face to face. Parents will be informed on what level of intervention their child will be placed and exactly what that will mean in terms of teaching approaches and methodologies to support their child, extra adult support in class and attendance at after school support groups. Parent will be encouraged to play their part in supporting the child and the school by adopting these approaches at home. Recommendations will be made by the school to the parent to use service providers in the community and any extra cost that this may bring. FIS at this time does not intend to charge parents additional fees for the provision of extra in-school support.

For social and emotional developmental reasons students in this category will not, in general, be retained in a grade below their respective age group class.

Throughout the year both the homeroom teacher and one of the LST will be in regular contact with parents to update them on the development and progress of their child. Parents of children with an IEP will meet regularly with the SENDCO.

Gifted and Talented Students

At the point of admissions FIS will have a system in place to assist the school in identifying students who fall into this category. The personnel involved in admissions will use a variety of methods including questions to parents to identify students who have:

- a great intellectual curiosity
- a broad attention span
- the ability to persevere and concentrate on solving problems
- a wide range of vocabulary as compared with other children of their age group
- high reading scores
- keen powers of observation
- an unusual imagination
- the ability to follow complex instructions

FIS will have a whole school approach to these students. Work will be identified in a planned way to show how these students will be supported. There will be enrichment and extension programs that focus on academic pursuits. There will be cluster activities with other ESOL Education schools, the use of masterclasses with local universities, and the possibility of mentoring by an external source to provide stimulation and expertise. The grouping policy will be focused around the needs of these students by emphasizing the requirement to provide gifted groupings as well as mixed ability groupings within classroom and non-classroom settings. The policy on differentiation will emphasize the use of all forms of differentiation to create challenge such as pace, task, dialogue, support, outcome, and resource. More able and gifted students will be provided with opportunities for responsibility for others and for peer tutoring in different areas of the curriculum.

For social and emotional developmental reasons students in this category will not be accelerated to a grade above their respective age group class.

However, opportunities will be created to enable them to work with other able students across year groups. Push in/in class support will be preferred to withdrawal though there might be occasions when it is decided that working outside of timetabled lessons with another adult may be more beneficial to their overall development.

Parents will be regularly updated on the progress and attainment of more able and talented students. If early entry to a public examination in an area of particular excellence is considered, parents will be involved in the decision.

We trust you will find this Curriculum Handbook a comprehensive insight into the teaching and learning your children will encounter at Fairgreen International School. Much of the content in this handbook is taken from the IBO MYP Subject Guides, copyrighted documents only to be used and interpreted by schools implementing the International Baccalaureate Middle Years Programme.

Fairgreen International School is a candidate school for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).*

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>.

Any questions regarding the MYP Curriculum for our Grade 6 to Grade 8 students may be addressed to:

Head of School Graeme Scott at: gscott@fairgreen.ae

IB Curriculum Director Samantha Fern at: sfern@fairgreen.ae

On behalf of the Fairgreen Team, we would like to welcome you to...

