

MYP HANDBOOK STUDENTS & PARENTS 2024 - 2025



Table of Contents

Our Mission	4
Our Vision	4
Our Core Value	5
Our Pedagogical Framework	5
Enhanced Learning Categories	6
ISS Academic Journey	7
Welcome to the MYP	8
Why Choose the IB Middle Years Programme?	9
Research on the MYP	9
Origin of the IB Middle Years Programme	10
Progression through the IB Programmes	12
The IB Programme Structures	14
The Middle Years Programme Curriculum	15
IB philosophy in the MYP	15
The MYP	16
Structure - Global Contexts	16
Concepts	17
Learning to learn - Approaches to Learning (ATL)	18
How to support your child?	19
Subject Information - Subjects offered at ISS	20
Subject description and Aims	21
LANGUAGE LEARNING	21
LANGUAGE & LITERATURE.....	21
LANGUAGE ACQUISITION	22
INDIVIDUALS & SOCIETIES.....	23
SCIENCES	23
MATHEMATICS	24
ARTS	25

PHYSICAL AND HEALTH EDUCATION (PHE)	26
DESIGN	27
PROJECT BASED WEEKS	27
INTERDISCIPLINARY LEARNING	29
LEARNING THROUGH EXPERIENCE	30
SERVICE AS ACTION.....	30
CULMINATING EXPERIENCE THAT SYNTHESIZES LEARNING	31
PERSONAL PROJECT.....	31
Assessment in the MYP	32
Assessment Criteria.....	32
Grade Boundaries	37
The MYP Certificate	38
Content Overview	40
ENGLISH – LANGUAGE AND LITERATURE	40
PORTUGUESE - LANGUAGE AND LITERATURE	42
MANDARIN - LANGUAGE AND LITERATURE	43
LANGUAGE ACQUISITION: EMERGENT (PHASES 1 & 2)	46
LANGUAGE ACQUISITION: CAPABLE (PHASES 3 & 4)	47
LANGUAGE ACQUISITION: PROFICIENT (PHASES 5 & 6)	48
INDIVIDUALS & SOCIETIES	49
SCIENCES	50
MATHEMATICS	52
THE ARTS - MUSIC	56
THE ARTS - THEATRE	57
THE ARTS - VISUAL	57
PHYSICAL & HEALTH EDUCATION	58
DESIGN	60
REFERENCES	63

Who we are

Our Mission

International Sharing School aims to develop inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a supportive, respectful and caring environment promoting learning through sharing.

Our Vision

We are dedicated to achieving enjoyment and excellence in education for all.

We aspire to provide an innovative educational experience that focuses on Learning through Sharing.

International-mindedness at Sharing Taguspark

The multilingualism of our school community is an important resource needed in order to accomplish our vision and mission. A multilingual/multi-cultural environment supports international mindedness by developing intercultural understanding and respect towards differences in ethnicity, religion and culture and builds on their ability to communicate. It incorporates ideas, beliefs of people from many different countries and cultural backgrounds, able to come together to celebrate and share different traditions.

The benefits of multilingualism include, the appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in society and an appreciation of local languages. It strives to remove barriers to educational opportunities and success for students from different cultural backgrounds.

Exposing students to the different cultural values and beliefs, helps to create understanding and acceptance of differences between people, to be open-minded, non-bias, without having to compromise their cultural identity.

International Baccalaureate Mission Statement

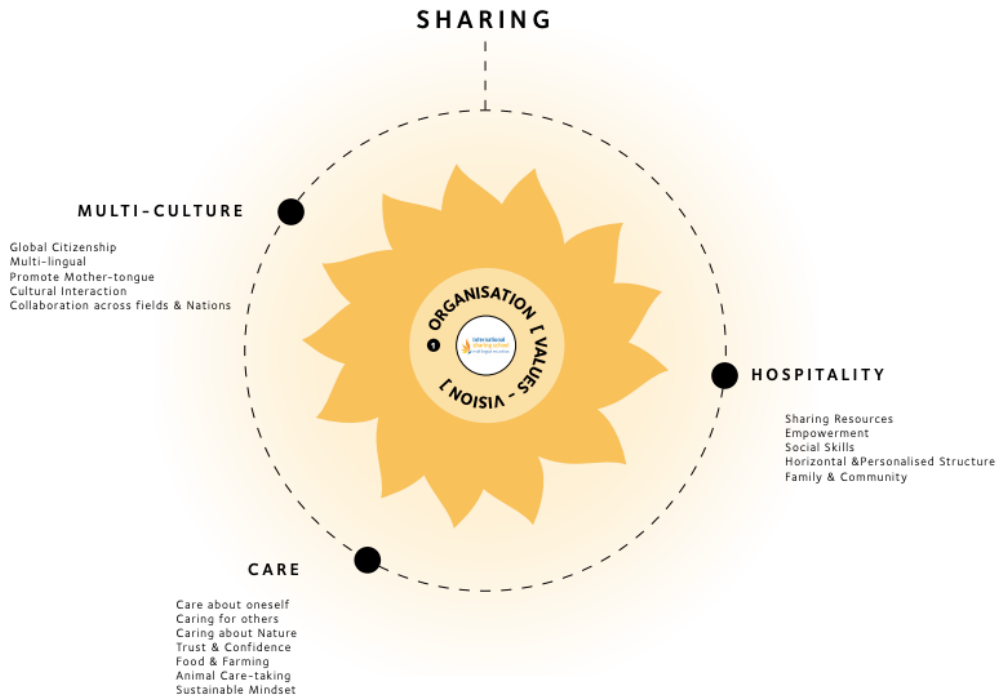
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

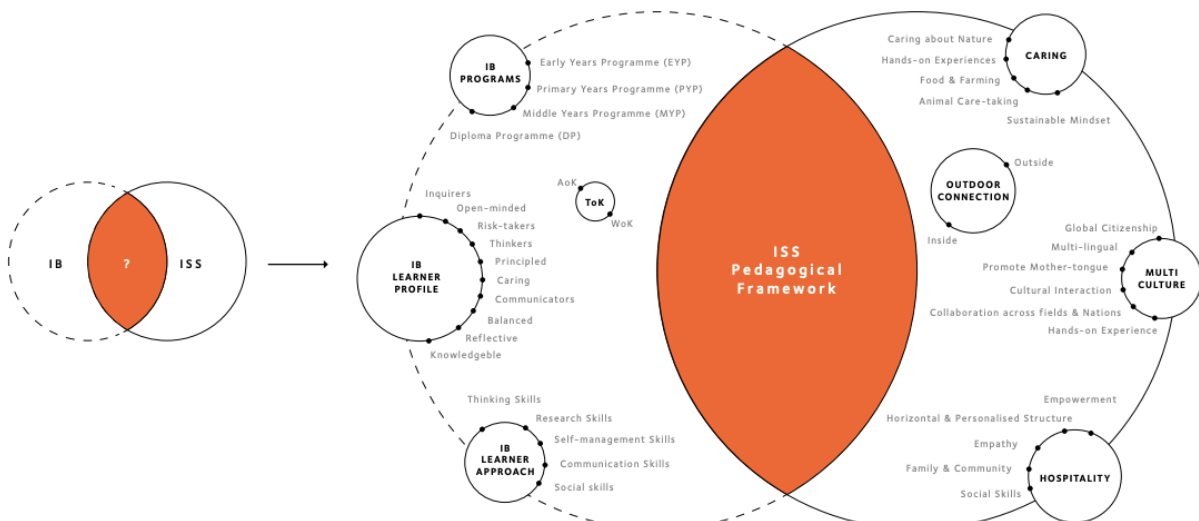
Our Core Value

A school's core values are terms of practice that clearly define how everyone will work together to achieve the school's vision and carry out its mission. Core values are not aspirations, and they are not self-congratulatory; they are practical. They tell a school staff, "This is how we need to perform, and this is what we need to do to live out our mission and achieve our vision."



Our Pedagogical Framework

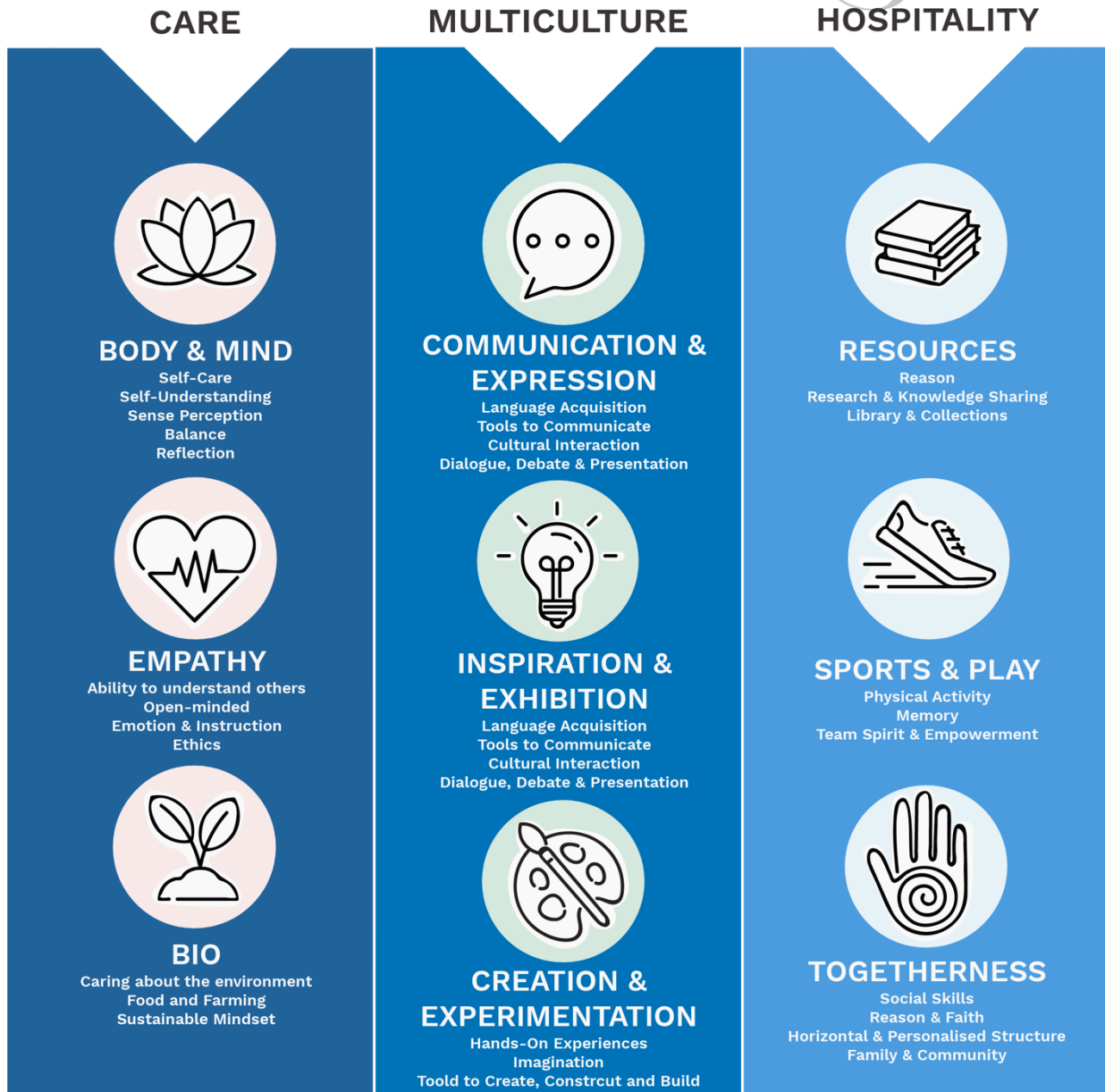
International Sharing School Pedagogical Framework is an integrated set of philosophical considerations and learning values that informs and motivates teachers in designing and facilitating a learning experience. These considerations, preferences, and values—which are usually not articulated directly to the learner—are then translated into specific teaching strategies, tactics, and approaches that allow the teacher’s broad philosophical considerations and specific learning objectives.



Enhanced Learning Categories

The learners at ISS will meet a learning environment that will help them to become caring, multicultural and hospitable beings. This is the very aim of the pedagogical strategy of ISS. Looking into the learning needs and development of the students, we have created the following nine enhanced learning categories centered around the core values of care, multicultural and hospitality. The nine categories will be implemented into the interior layout of the future ISS design, ensuring to make differentiated spaces that are tailored for the 'learning through sharing' goals.

Sharing



ISS Academic Journey

As part of our unique learning concept, ISS promotes a unique working environment where students develop by socialising and inquiring about the world around them.

Our classrooms without walls, designed by Rosan Bosch Studios, allow our students to drive, guided by the teachers, their academic journey.

We aim to promote high-quality education where teachers and teachers come first as the learning facilitators with the passion, enthusiasm and knowledge to allow every child to shine in their light in a stimulating and differentiated environment.

Following this unique concept, students during the Foundation Programme will benefit from a more private, close environment where basic social skills will be developed, fostering curiosity and respect.

As they continue developing, their working environment will expand, allowing students to learn from and with each other.

Interaction, cooperation, curiosity, empathy, care, and enjoyment are constant elements of this working space whose ultimate goal is to promote a comfortable and creative functional area where transdisciplinary and creation will complement the rich IB curriculum our school offers.



Welcome to the MYP



Welcome to the MYP at ISS. Our Middle Years Programme builds on our Primary Years Programme and strongly prepares our students for our Diploma Programme, making ISS an IB continuum school.

Our MYP curriculum aims at developing lifelong learners who aspire to build a better tomorrow, by engaging them in units of inquiry that build on their previous knowledge and incorporating relevant experiences, making their learned content significant for their daily

lives.

With a unique educational space specifically developed to embrace the MYP curricula, Learning through Sharing is at the heart of everything we do! Flexible, creative and motivational educational spaces, fostering a stimulating environment, allowing for differentiated, interactive and creative lessons where teachers enhance collaboration, human development and multiple perspectives. The flexibility empowers learners to become more creative, self-directed and agile - prepared for unexpected challenges as global citizens of the future.

At International Sharing School you will find a familiar environment in a community representing over 60 nationalities, where English is the language of instruction. Through our Multicultural environment we develop intercultural awareness, fundamental to our social, emotional and cognitive development, crucial for exploring and sustaining cultural identity and intercultural understanding.

Whether it is sharing recourses, spaces, knowledge or language, learning through sharing is an intrinsic part of our MYP programme and educational culture.



Viviana Serralha

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Why Choose the IB Middle Years Programme?

The MYP allows students to explore new subjects and view familiar subjects through a lens of relevance to their lives and to their world. Formulating a defensible point of view is an empowering experience for MYP students. It supports them in developing initiative and taking action and it promotes their deep exploration in an area of interest for their Personal Project in the final year of the programme.

The focus on conceptual understanding and relevance is reflected in the manner in which the MYP curriculum at The International Sharing School is being planned, with students engaging in significant Inquiry Explorations and developing and defending their own points of view. Each MYP unit of study is approached through the lens of a Key Concept and a Global Concept. Approaches To Learning (ATL) skills are incorporated meaningfully into the units to support engagement with that unit's inquiry exploration. Assessment on a unit is considered from the perspectives of four subject-specific criteria and closely aligned with the content, concepts and context of that unit.

The MYP encourages students to build confidence in managing their own learning and develop a personal understanding of global challenges and responsibilities within their community, whilst building a sense of self and a greater awareness. The MYP allows students to learn professional and vocational skills in preparation for the IB Diploma Programme (DP).

Research on the MYP

A Recent Study by the Australian Council for Educational Research (ACER) in 2021, shows that MYP students performed significantly better than students from non-IB schools in the ISA focus areas at several grade levels and finds that there is strong evidence that MYP students perform well academically. MYP students performed particularly well across many grades in Narrative writing, Expository writing and Scientific literacy, and had a notable result for Scientific literacy at grade 10. In addition, an independent comparative analysis of MYP and GCSE assessments found that the two qualifications are comparable in terms of cognitive demand and the level and range of skills assessed.

Origin of the IB Middle Years Programme

The MYP began as an initiative of the International Schools Association (ISA). Aspiring to meet the needs of middle level learners in international schools, ISA led the development of a flexible curriculum that promoted the fundamental concepts of intercultural understanding, communication and holistic learning.

Since being introduced as part of the IB continuum, the MYP has retained the spirit of collaboration encouraged by the dedicated educators by whom it was conceived. After twenty years of rapid growth and development, the programme was fully reviewed and then re-launched in 2014—ready to meet the needs of a new generation of students, teachers and school communities.

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The IB Learner Profile

The aim of all 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.

As IB learners we strive to be:

<p>Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>Communicators:</p>	<p>Balanced:</p>

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Progression through the IB Programmes

	IB Mission Statement		
	↓		
	IB Learner Profile		
	↓	↓	↓
	PYP	MYP	DP
Nature	Framework Inclusive	Framework Inclusive	Prescribed curriculum Aimed at preparing students for higher education
Structure	Transdisciplinary themes	Organized around disciplines and interdisciplinary global contexts	Organized around disciplines with theory of knowledge connecting the disciplines
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria. External moderation of teachers' internal assessment (<i>MYP5 only</i>)	External moderation of internally assessed work and external examinations
Learning to learn	Approaches to learning skills	Approaches to learning skills	Approaches to learning Theory of Knowledge
Learning through experience	Action	Service and Action	Creativity, activity and service
Language learning	Support for mother-tongue development School's additional language from age 7	Support for mother-tongue/best language development. Student's additional language (language acquisition)	Support for mother-tongue development: school supported self-taught Language A courses. Student's additional language (language B).
Culminating experiences that synthesizes learning	Exhibition	Personal Project ePortofolio eAssesments	Extended Essay

Source: adapted from *IB Towards a continuum of International Education*, page 5, September 2008

The IB Programme Structures

PYP	MYP	DP
Programme of inquiry, including scope and sequence documents for six subject areas	Eight subject areas with aims and objectives and assessment criteria	Six groups of subjects with detailed syllabus and assessment guides
Teaching through six transdisciplinary themes	Teaching through eight subject areas connected through five areas of interaction	Teaching through six subject groups connected by theory of knowledge
Units of inquiry within each transdisciplinary theme, incorporating the learning of language, mathematics, social studies, science, the arts and personal, social and physical education	Units of work in each subject area, with some interdisciplinary units of work, focused on the global contexts	Course outlines for each subject including theory of knowledge, extended essay and creativity, activity, service
	Language and Literature Language Acquisition Individuals and Societies Sciences Mathematics Arts Physical education Design	Language A Language Acquisition Individuals and Societies Experimental Sciences Mathematics The arts

Source: *IB Towards a continuum of International Education*, page 8, September 2008

The Middle Years Programme Curriculum

The MYP programme model highlights the important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and learning
- Culminating experiences
- An organised and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



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The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. These years are a critical period in the development of young people.

Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel.

The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity, while "learning how to learn".

Source: *MYP: From principles to practise* September 2014/Updated October 2023

IB philosophy in the MYP

The philosophy in the MYP, framed in *What is an IB education?* (2013), is expressed through all aspects of the MYP. The programme has been developed with developmentally appropriate attention to:

- conceptual understanding
- teaching and learning in context
- approaches to learning (ATL)
- service as action (community service)
- language and identity
- learning diversity and inclusion

Source: *MYP: From principles to practise* September 2014/Updated October 2023

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.

Source: International Baccalaureate MYP Subject Guides

Structure - Global Contexts

The MYP promotes inquiry by developing conceptual understanding within global contexts.

In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme.

The global contexts are:

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

Continuum from the PYP Transdisciplinary Themes to the MYP Global Contexts

PYP Transdisciplinary Themes		MYP Global Contexts
Who we are	→	Identities and relationships
Where we are in place and time	→	Orientation in space and time
How we express ourselves	→	Personal and cultural expression
How the world works	→	Scientific and technical innovation
How we organize ourselves	→	Globalization and sustainability
Sharing the planet	→	Fairness and development

Concepts

Conceptual understanding is a significant and enduring goal for teaching and learning in IB programmes. A concept is a big idea - a principle or concept that is enduring, the significance of which goes beyond such aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998). Concepts represent the vehicle for students' inquiry. The exploration and re-exploration of concepts lead students towards:

- Deeper understanding of subject group
- Appreciation of ideas that transcend disciplinary boundaries
- Engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erikson 2008).

Key concepts broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines.

There are 16 Key concepts to be explored across the curriculum:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Learning to learn - Approaches to Learning (ATL)

Through approaches to learning (ATL) students develop skills to help them “learn how to learn”. There are five ATL skill categories that are divided into developmentally appropriate skill clusters.

ATL Skills framework			
Category	Clusters		Examples of Indicators
Communication	I - Communication	How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction
		How can students demonstrate communication through language?	Reading, writing and using language to gather communicate information
Social	II - Collaboration	How can students collaborate?	Working effectively with others
Self-management	III - Organization	How can students demonstrate organization skills?	Managing time and tasks effectively
	IV - Affective	How can students manage their own state of mind?	Managing state of mind
	V - Reflection	How can students be reflective?	(Re)considering the process of learning; choosing and using ATL skills
Research	VI - Information literacy	How can students demonstrate information literacy?	Finding, interpreting, judging and creating information
	VII - Media literacy	How can students demonstrate media literacy?	Interacting with media to use and create ideas and information
Thinking	VIII - Critical-thinking	How can students think critically?	Analysing and evaluating issues and ideas
	IX - Creative-thinking	How can students be creative?	Generating novel ideas and considering new perspectives
	X - Transfer	How can students transfer skills and knowledge across disciplines and subject groups?	Using skills and knowledge in multiple contexts

Source: IB MYP: From principles to practise September 2014/Updated October 2023, Appendix 1: ATL skills framework

How to support your child?

- Ensure balanced lifestyle at home: work, rest and play
- Ensure your child maintains healthy eating and sleeping habits
- Maintaining a focus on ManageBac to help them get organized and making sure they submit all work on time
- Be aware of subject-specific due tasks and deadlines
- Closely monitor your child's academic progress (grades, reports, teacher feedback on all tasks)
- Communicate concerns immediately to the appropriate staff member. If academic contact directly with the subject teachers (e-mail can be found on ManageBac), if pastoral please contact our MYP Pastoral Care Coordinator (m.paiva@taguspark.sharingschool.org)
- Encourage your child to attend our enhancing academic clubs if showing difficulties in improving independently, or if they want to extend their knowledge in a particular subject.
- Avoid unjustified absences. If absences are anticipated, ensure your child meets with teachers, prior to absence, to develop a plan/strategy for work that will be missed. An authorization form must be requested from tutors and filled in with teachers 10 days before the absence.
- Avoid students arriving late each morning as they are at risk of missing important information which is provided during tutor registration
- Avoid family holidays/trips before the school breaks as this will directly impact the students learning and engaging towards the learning process and will require an additional effort to catch up on the missing content.

Subject Information - Subjects offered at ISS

<p>The IB subject groups and disciplines within them:</p>
<p>1. LANGUAGE AND LITERATURE:</p> <ul style="list-style-type: none"> ▪ English ▪ Portuguese ▪ Mandarin
<p>2. LANGUAGE ACQUISITION:</p> <ul style="list-style-type: none"> ▪ English ▪ French ▪ Portuguese ▪ Mandarin (Grade 6 only) ▪ Spanish
<p>3. INDIVIDUALS & SOCIETIES</p> <ul style="list-style-type: none"> ▪ Integrated humanities (History, Economics & Geography)
<p>4. SCIENCES</p> <ul style="list-style-type: none"> ▪ Integrated Sciences (MYP 1-3) ▪ Biology (MYP 4 & 5 option choice) ▪ Chemistry (MYP 4 & 5) ▪ Physics (MYP 4 & 5 option choice)
<p>5. MATHEMATICS</p> <ul style="list-style-type: none"> ▪ Mathematics (MYP 1-3) ▪ Mathematics Standard & Extended (MYP 4 & 5)
<p>6. ARTS</p> <ul style="list-style-type: none"> ▪ Arts: Theatre, Music, Visual Art (MYP 1-3) ▪ Theatre (MYP 4 & 5 option choice) ▪ Music (MYP 4 & 5 option choice) ▪ Visual Art (MYP 4 & 5 option choice)
<p>7. PHYSICAL AND HEALTH EDUCATION</p>
<p>8. DESIGN</p> <p>Grades (MYP 1-3)</p> <p>Grades (MYP 4 & 5 option choice)</p>
<p>CORE:</p> <ul style="list-style-type: none"> ▪ SERVICE AS ACTION ▪ PERSONAL PROJECT - Starts at the end of MYP 4 and concludes in MYP 5
<p>TUTOR PROGRAMME</p> <ul style="list-style-type: none"> ▪ Grades (MYP 1-5)

Subject description and Aims

LANGUAGE LEARNING

LANGUAGE & LITERATURE

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains: listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

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.

LANGUAGE ACQUISITION

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and it is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- are central to developing critical thinking and international-mindedness
- provide an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The aims of MYP language acquisition are to encourage and enable students 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 communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- 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
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

INDIVIDUALS & SOCIETIES

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

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.

SCIENCES

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims 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.

MATHEMATICS

The study of mathematics is a fundamental part of a balanced education. It serves as a universal language and fosters analytical reasoning and problem-solving skills, contributing to the development of logical, abstract and critical thinking. Consequently, all MYP students are required to study Mathematics.

The primary objective of the MYP mathematics courses is to promote inquiry and practical application. These courses help students develop a deep understanding of mathematical concepts, their problem-solving techniques, and explore patterns and relationships that can be applicable inside and/or outside the classroom. Additionally, these courses prepare students for the DP mathematics course.

Mathematics in the MYP is designed to intrigue and motivate students. Students will engage in different situations that will allow them to understand how mathematical knowledge is constructed and used to real life situations; and they are encouraged to transfer their knowledge to new situations.

The framework for MYP mathematics outlines four branches of mathematical study.

1. Numerical and abstract reasoning
2. Thinking with models
3. Spatial reasoning
4. Reasoning with data

The aims of MYP mathematics courses 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; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and 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

(MYP Mathematics Guide, 2022, p.7)

ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be

addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

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.

PHYSICAL AND HEALTH EDUCATION (PHE)

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices.

To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

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

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.

DESIGN

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

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

- enjoy the design process, and 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.

PROJECT BASED WEEKS

Project-based teaching is an effective and engaging approach that emphasizes hands-on learning experiences. It involves designing educational activities and lessons around real-

world projects that encourage students to actively explore and understand the subject matter. Some of the key principles and benefits of project-based teaching include:

- **Relate to Students Interest:** projects are designed to be relatable to students' interests, concerns, and experiences. This approach makes learning more meaningful and helps students see the practical applications of what they are studying.
- **Active Learning:** Students take an active role in their education by working on projects, conducting research, and solving problems. This engagement fosters critical thinking, creativity, and decision-making skills.
- **Collaboration:** Project-based teaching often involves group work, which encourages collaboration and communication among students. They learn how to work as a team, delegate tasks, and respect different perspectives.
- **Inquiry and Research Skills:** Students learn to ask questions, seek information, and conduct research to find answers. This approach cultivates their curiosity and information-gathering abilities.
- **Autonomy and Ownership:** Students have some autonomy over the project's direction, allowing them to take ownership of their learning process. They are more likely to feel motivated and responsible for their work.
- **Project Management Skills:** Students learn time management, organization, and project planning skills as they work on their projects. These skills are valuable in both academic and personal pursuits.
- **Interdisciplinary Learning:** Projects can often cover multiple subjects, promoting interdisciplinary learning. Students see how different subjects are interconnected in real-life scenarios.
- **Problem Solving:** Projects often involve solving real or simulated problems. Students learn to analyze challenges, generate potential solutions, and evaluate the effectiveness of their ideas.
- **Presentation and Communication:** Students typically present their projects to their peers or teachers, improving their public speaking and communication skills.
- **Creativity and Innovation:** Project-based teaching encourages students to think outside the box, fostering creativity and innovation in their approach to problem-solving.
- **Assessment through Application:** Instead of relying solely on traditional exams, project-based teaching allows assessment through the application of knowledge and skills in practical situations.
- **Positive Learning Experience:** Project-based teaching tends to create a positive and enjoyable learning experience for students, reducing the likelihood of boredom or disengagement.

At ISS we Incorporate project-based teaching in the classroom, using thoughtful planning from an interdisciplinary team of teachers and resources. Teachers act as facilitators, guiding students throughout the project and providing feedback. By providing students with opportunities to explore and apply knowledge in meaningful ways, project-based teaching has a lasting impact on their learning and personal development.

INTERDISCIPLINARY LEARNING

Students experience at least one interdisciplinary unit per year of the programme. Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods, or forms of communication to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- 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.

LEARNING THROUGH EXPERIENCE

SERVICE AS ACTION

Action (learning by doing and experiencing) is a key component in constructivist models of education including the kind of teaching and learning common to all IB programmes. Service as a subject to action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service and act to make a positive difference to the lives of others and to the environment. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve students in:

- Feeling empathy towards other
- Making small-scale changes to their behaviour
- Understanding larger and more significant projects
- Acting on their own
- Acting collaboratively
- Taking physical action
- Suggesting modifications to an existing system to the benefit of all involved
- Lobbying people in more influential positions to act

Source: IB MYP From principles into practice September 2014/January 2015

Activity requirements per year level

Grade	Number of Activities (minimum requirements)	Number of Learning outcomes
MYP 1	At least 2 different experiences + 6 hours of service as action	At least 2
MYP 2	At least 3 different experiences + 10 hours of service as action	At least 3
MYP 3	At least 3 different experiences + 10 hours of service as action	At least 4
MYP 4	At least 3 different experiences + 12 hours of service as action	At least 6
MYP 5	At least 3 different experiences + 12 hours of service as action	All 7

*Learning Outcomes to be achieved throughout the year, not necessarily in each reflection

MYP Learning outcomes for service

Students should:

#	Learning outcome
1	become more aware of their own strengths and areas for growth
2	undertake challenges that develop new skills
3	discuss, evaluate and plan student-initiated activities
4	persevere in action
5	work collaboratively with others
6	develop international-mindedness through global engagement, multilingualism and intercultural understanding
7	Consider the ethical implications of their actions

CULMINATING EXPERIENCE THAT SYNTHESIZES LEARNING

PERSONAL PROJECT

The MYP Personal Project is a mandatory component of MYP5 and serves as the culminating project of the MYP Program. Through the Personal Project, students enhance their agency and develop various approaches to learning, preparing them to become lifelong learners and agents of change in the world.

As the name suggests, the Personal Project allows each student to choose an area that motivates and interest them. They set a learning and product goal, including a success criteria to evaluate their work. Students undergo a cycle of inquiry, action and reflection, which consolidates their learning throughout the program. This long-term project, designed as an independent learning experience of approximately 25 hours, helps students develop the attributes of the IB learner profile.

The MYP Personal Project provides an essential opportunity for students to practice and strengthen the Approaches to Learning (ATL) skills developed throughout the MYP. It fosters their development as independent, lifelong learners.

For more detailed information, please visit the Class of 2025 Personal Project website.

The aims of the Personal Project are:

- Inquire: explore an interest that is personally meaningful and take ownership of their learning by understanding a self-directed inquiry
- Act: transfer and apply skills in pursuit of a learning goal and the creation of a product

- Reflect: recognize and evidence personal growth and development
(Personal Project Guide, IB, 2022, p.8)

Assessment in the MYP

Each subject group from MYP 1 to 5 (grades 6-10) follows subject-specific assessment criteria that represent the use of knowledge, understanding and skills that must be taught. They are divided into 4 criteria: A, B, C & D:

Assessment Criteria

	A	Mark	B	Mark	C	Mark	D	Mark	Total
Language and literature	Analysing	8	Organizing	8	Producing Text	8	Using Language	8	32
Language acquisition	Listening	8	Reading	8	Speaking	8	Writing	8	32
Individuals and societies	Knowing & Understanding	8	Investigating	8	Communicating	8	Thinking Critically	8	32
Sciences	Knowing & Understanding	8	Inquiring and Designing	8	Processing and Evaluating	8	Reflecting on the impact of Science	8	32
Mathematics	Knowing & Understanding	8	Investigating Patterns	8	Communicating	8	Applying mathematics in real-life contexts	8	32
Arts	Investigating	8	Developing	8	Creating/ Performing	8	Evaluating	8	32
Physical and Health Education	Knowing & Understanding	8	Planning for Performance	8	Applying and Performing	8	Reflecting and improving Performance	8	32
Design	Inquiring and Analysing	8	Developing Ideas	8	Creating the Solution	8	Evaluating	8	32
Personal Project	Planning	8	Applying skills	8	Reflecting	8	x	8	24
Interdisciplinary	Disciplinary grounding	8	Synthesizing	8	Reflecting	8	x	8	24

Subject	Criterion A (max. level 8)	Criterion B (max. level 8)	Criterion C (max. level 8)	Criterion D (max. level 8)
Language and Literature	<p>Analysing Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.</p>	<p>Organizing Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately</p>	<p>Producing Text Students 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. Students make choices aimed at producing texts that affect both the creator and the audience.</p>	<p>Using Language Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention</p>
Language Acquisition	<p>Listening Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.</p>	<p>Reading Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes</p>	<p>Speaking Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness</p>	<p>Writing Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful way.</p>
Individuals and Societies	<p>Knowing and understanding Students develop factual and conceptual</p>	<p>Investigating Students develop systematic research skills and processes</p>	<p>Communicating Students develop skills to organize, document and communicate their</p>	<p>Thinking critically Students use critical-thinking skills to develop and apply their</p>

Subject	Criterion A (max. level 8)	Criterion B (max. level 8)	Criterion C (max. level 8)	Criterion D (max. level 8)
	<i>knowledge about individuals and societies.</i>	<i>associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.</i>	<i>learning using a variety of media and presentation formats.</i>	<i>understanding of individuals and societies and the process of investigation.</i>
Sciences	Knowing and understanding <i>Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.</i>	Inquiring and designing <i>Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.</i>	Processing and evaluating <i>Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.</i>	Reflecting on the impacts of science <i>Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.</i>
Mathematics	Knowing and understanding <i>Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches.</i>	Investigating patterns <i>Students work through investigations to become risk-takers, inquirers and critical thinkers.</i>	Communicating <i>Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.</i>	Applying mathematics in real-life contexts <i>Students transfer theoretical mathematical knowledge into real world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.</i>
Arts	Investigating <i>Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using</i>	Developing <i>Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by</i>	Creating/Performing <i>Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in</i>	Evaluating <i>Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and</i>

Subject	Criterion A (max. level 8)	Criterion B (max. level 8)	Criterion C (max. level 8)	Criterion D (max. level 8)
	<i>explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.</i>	<i>presenting it to audiences.</i>	<i>innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.</i>	<i>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 as well as respond to change.</i>
Design	Inquiring and analysing <i>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.</i>	Developing ideas <i>Students write a detailed specification, which drives the development of a solution. They present the solution.</i>	Creating the solution <i>Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.</i>	Evaluating <i>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.</i>
Physical and Health Education	Knowing and understanding <i>Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.</i>	Planning for performance <i>Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.</i>	Applying and performing <i>Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.</i>	Reflecting and improving performance <i>Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.</i>
Interdisciplinary	Evaluating <i>Students must understand disciplinary concepts and skills—as framed by MYP subject group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.</i>	Synthesizing <i>Students integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges in order to explain phenomena or create products.</i>	Reflecting <i>Students evaluate the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students also explore various areas of knowledge and ways of knowing, and</i>	x

Subject	Criterion A (max. level 8)	Criterion B (max. level 8)	Criterion C (max. level 8)	Criterion D (max. level 8)
			<i>reflect on their ability to construct understanding across disciplinary boundaries.</i>	
Personal Project	<p>Planning <i>Students state a learning goal for the project and explain how a personal interest led to that goal. They state an intended product/ outcome and develop appropriate success criteria for it. They present a clear, detailed plan for achieving the product/outcome and its associated success criteria.</i></p>	<p>Applying skills <i>Students explain how ATL skill(s) was/were applied to help achieve their learning goal and their product/ outcome.</i></p>	<p>Reflecting <i>Students explain the impact of the project on themselves or their learning and evaluate the product/ outcome based on the success criteria.</i></p>	x

Grade Boundaries

To calculate an overall subject grade, levels for all four criterion are added together to indicate a level out of 32. This number is subsequently translated into an overall subject achievement grade of 1-7.

GENERAL GRADE DESCRIPTORS		
Descriptor	Boundary Guidelines	Grade
Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	1-5	1
Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts, infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	6-9	2
Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	10-14	3
Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	15-18	4
Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	19-23	5
Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	24-27	6
Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	28-32	7
Not yet assessed	N/A	N/A

Source: IB MYP: From Principles into Practice, September 2014, Updated October 2023, MYP General Grade Descriptors, page 94

The MYP Certificate

In the final year of the IB Middle Years Programme (MYP 5, the students will be officially registered with the IB and will undertake external assessments that lead to the award of the IB MYP Certificate.

To earn the MYP Certificate students must complete 2 hour on-screen examinations, submit ePortfolio tasks, as stipulated below, and complete school-based expectations for service as action (community service).

"Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments" (*IB MYP: From principles into practice, p.98*).

eAssessment comprises three strategies for assessing what students know and are able to do:

1. **ePortfolios** of carefully defined coursework in arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard
2. **on-screen examinations** (two hours in duration) for selected courses in language and literature, language acquisition (one hour and 45 minutes plus a previous 15 minute oral) , individuals and societies, sciences, mathematics and interdisciplinary learning
3. **personal project**: a student-centred and age-appropriate extended project in which students consolidate their learning through the programme. While other eAssessments are optional for schools, all MYP year 5 students must take part in personal project eAssessment.

Source: IBMYP: *From principles into practice, p.97*).

Students in MYP 5 (grade 10) will be assessed in each subject in the following ways:

eAssessment format	Subject groups
On-screen Examination:	Language and Literature Language Acquisition Individuals and Societies Sciences Mathematics Interdisciplinary
ePortfolio (coursework)	Language acquisition (individual speaking assessment) Arts Physical and Health Education Design
Internally marked and externally moderated	Personal Project

MYP 5: Eligibility for IB MYP certificate:(General Regulations: Middle Years Programme, Article 10 MYP Certificate Candidates, International Baccalaureate Organization, April 2014)

To be eligible for the IB MYP Certificate a candidate must:

- Participate in the programme for the recommended period of at least two years, with a minimum of one year (myp5);
- Complete on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, individual and societies, science and mathematics;
- Submit an eportfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group);
- Submit at least one eportfolio from any of the following subject groups: arts, physical and health education, or design;
- Take the interdisciplinary on-screen examination;
- Submit a personal project;
- Complete the school's requirements for service as action

To successfully complete the MYP certificate a candidate must:

- Complete all previous requirements:
- Gained a total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible of 56 points:
- Gained at least a 3 in at least one subject from each subject group;
- Gained at least a 3 in the personal project;
- Gained at least a 3 for the interdisciplinary on-screen examination;

For further information please refer to the Assessment Policy.

Content Overview

ENGLISH - LANGUAGE AND LITERATURE	
Grade	Topics
MYP1 (Grade 6)	<ul style="list-style-type: none"> ▪ Unveiling Stories: <i>Why do people act heroically?</i> (Literary Analysis; Literary and Non-Literary Themed Text Set) ▪ Empathy Through Personal Narrative: <i>How can exploring personal narratives and historical fiction enhance empathy and understanding of human experiences?</i> (Personal Narrative; Novel Study - Historical Fiction) ▪ Now I See! <i>How does effective communication adapt to different modes of expression, perspectives and cultural context?</i> (Explanatory Writing/Graphic Design; Infographics) ▪ Advertisements Rule the World: <i>How do advertisements shape our perceptions, choices, and behaviors in a globalized world?</i> (Persuasive Writing; Informational texts, print and digital advertisements) ▪ Express Yourself! <i>How can poetry be a powerful tool for expressing personal identity and cultural perspectives through performance?</i> (Poetry; Free Verse Poetry, various poems by Carol Ann Duffy)
MYP2 (Grade 7)	<ul style="list-style-type: none"> ▪ Narratives of Change: <i>How are people changed through their relationships and experiences?</i> (Literary Analysis; Literary and Non-Literary Themed Text Set) ▪ Voices From the Past: <i>How does our cultural heritage and geographical contexts shape who we are?</i> (Informational Presentation; Autobiographies, Biographies, Primary and Secondary Resources) ▪ Language of Fear: <i>How does language and storytelling enable us to confront and express our deepest fears of the unknown?</i> (Narrative writing; Various excerpts from classic Gothic Literature / Edgar Allen Poe's <i>Tell-Tale Heart</i>) ▪ Community and Belonging: <i>How does the quest for belonging shape individual identity and influence interactions within communities?</i> (Comparative Analysis; Graphic Novel and Fiction Book Club novels) ▪ Our Amazing World: <i>How can we use creative projects to promote awareness and action towards SDG goals?</i> (Multimedia Project; Film, IB Learner Profile Traits)
MYP3 (Grade 8)	<p>Children's Rights: <i>How does the UN Convention on the Rights of the Child address power dynamics and conflict to promote and protect the rights of children worldwide?</i></p> <ul style="list-style-type: none"> ▪ Exploring Empathy Through Literature: <i>How does literature enable us to explore and empathize with the challenges and transformations of others</i> (Narrative Writing; Novel Study: <i>Stonecold</i>) ▪ Thinking Like a Historian: <i>How can exploring documents and artifacts of history deepen our understanding of past events and their significance?</i> (Narrative Writing; Primary and Secondary sources) ▪ Graffiti: <i>What defines the boundaries between artistic expression and societal responsibility?</i> (Debate / Argumentative; Informational texts, art, photography, opinion)

	<ul style="list-style-type: none"> ▪ Mistaken Identities: <i>How do stereotypes and mistaken identities shape our understanding of others?</i> (Playscript ; Playscript)
<p>MYP4 (Grade 9)</p>	<p>The Art of Persuasion: <i>How are people influenced by persuasive techniques used in communication?</i> (Persuasive speeches, Persuasive writing)</p> <p>Exploring Themes through Vignettes: <i>How do themes contribute to the overall meaning and impact of the text?</i> (Novel Study: <i>The House on Mango Street</i>, by Sandra Cisneros, Narrative (vignette) writing)</p> <p>Poetry and Protest: <i>How can poems evoke emotion in their audience?</i> (Poetry reading and writing)</p> <p>Anya's Ghost: Are <i>we influenced by our sense of belonging?</i> (Graphic Novel: <i>Anya's Ghost</i>, by Vera Brosgol)</p>
<p>MYP5 (Grade 10)</p>	<p>Dystopian Worlds: <i>Are we all connected by our fear of the future?</i> (variety of text types, Narrative writing)</p> <p>An Inspector Calls: <i>How does our understanding of historical and social context influence our interpretation of the text?</i> (Dramatic text: <i>An Inspector Calls</i>, by JB Priestley)</p> <p>OR</p> <p>Imitation: <i>How is our perspective of artifacts influenced by our personal experiences?</i> ('Imitation', from <i>The thing around your neck</i>, by Chimamanda Ngozi Adichie)</p> <p>E-Assessment Preparation: Using a variety of text types to prepare for the e-Assessment.</p>

PORTUGUESE - LANGUAGE AND LITERATURE

Grade	Topics
MYP1 (Grade 6)	<ul style="list-style-type: none"> ▪ Viajar na prosa: texto narrativo - <i>O Príncipezinho</i>, de Antoine de Saint-Exupéry, (trad.); ▪ Chuva de poesia: texto poético - seleção de poemas de autores coloniais de expressão portuguesa; ▪ Vamos ao Teatro: texto dramático - <i>Leandro, Rei da Helíria</i>, de Alice Vieira; ▪ Notícias de Última Hora: texto não-literário - seleção de notícias, entrevistas e artigos.
MYP2 (Grade 7)	<ul style="list-style-type: none"> ▪ Subir ao Palco: texto dramático - <i>À beira do Lago Encantado</i>, de Maria Alberta Menéres; ▪ Versos Lusófonos: texto poético - seleção de poemas de autores lusófonos ▪ Voos de Prosa: texto narrativo - <i>História de uma gaivota e de um gato que a ensinou a voar</i>, de Luís Sepúlveda (Trad.); ▪ Mensagens do Quotidiano: texto não-literário - seleção de anúncios publicitários.
MYP3 (Grade 8)	<ul style="list-style-type: none"> ▪ Teatro sem Género: texto dramático - <i>Vanessa vai à luta</i>, de Luísa Costa Gomes; ▪ Conto a Conto se Narra a Prosa: texto narrativo - <i>Contos Exemplares</i>, de Sophia de Mello Breyner; ▪ Poetas do Mundo: texto Poético - seleção de poemas de Petrarca e Shakespeare (Trad.); ▪ Uma Palavra a Dizer: texto não-literário - reportagem.
MYP4 (Grade 9)	<ul style="list-style-type: none"> ▪ (Em)barca no Riso: texto dramático - <i>Auto da Barca do Inferno</i>, de Gil Vicente; ▪ Fragmentos: texto narrativo - <i>Cronicando</i>, de Mia Couto; ▪ Embarca no História da História: texto poético - <i>Os Lusíadas</i>, de Luís Vaz de Camões; ▪ Diferentes Visões do Mundo: texto não-literário - seleção de crónicas e textos de opinião (Trad.).
MYP5 (Grade 10)	<ul style="list-style-type: none"> ▪ Repensando o Espaço: texto narrativo - <i>Quem me Dera Ser Onda</i>, de Manuel Rui; ▪ Versos XXI: texto poético - seleção de poetas contemporâneos dos; ▪ Recomunicando: texto não-literário - seleção de textos de diferentes redes sociais

MANDARIN - LANGUAGE AND LITERATURE

Grade	Topics
<p>MYP1 (Grade 6)</p>	<ol style="list-style-type: none"> 1. Chinese idiom story <ul style="list-style-type: none"> ▪ Series of idiom stories and continuous idiom accumulate 2. Tang dynasty poetry (short rhymes) <ul style="list-style-type: none"> ▪ Li Bai ▪ Du Fu ▪ Bai Juyi 3. Narrative prose <ul style="list-style-type: none"> ▪ Feng Zikai ▪ Feng Jikai 4. News reading <ul style="list-style-type: none"> ▪ Current affairs ▪ Sports ▪ Science ▪ News photos 5. Fairy tale (translation work) <ul style="list-style-type: none"> ▪ Hans Christian Andersen fairy tale ▪ Italian fairy tale ▪ The little prince 6. Comic books appreciate <ul style="list-style-type: none"> ▪ Zhang Leping ▪ Hayao Miyazaki
<p>MYP2 (Grade 7)</p>	<ol style="list-style-type: none"> 1. Tang dynasty Poetry (long rhymes) <ul style="list-style-type: none"> ▪ Li Shangyin ▪ Du Mu 2. Appreciation and expression (arts/music) <ul style="list-style-type: none"> ▪ Paintings ▪ Architectures ▪ Pop songs ▪ Film music 3. Short stories <ul style="list-style-type: none"> ▪ Feng Jikai, The world of wonders series 4. Letters <ul style="list-style-type: none"> ▪ Fu lei letter collection ▪ Liu Yu, May you grow up slowly 5. Memory prose <ul style="list-style-type: none"> ▪ Sang Gege, Childhood 6. Parable <ul style="list-style-type: none"> ▪ Aesop's fables ▪ Animal farm

MANDARIN - LANGUAGE AND LITERATURE

Grade	Topics
<p>MYP3 (Grade 8)</p>	<ol style="list-style-type: none"> 1. Tang dynasty Poetry (narrative poem) <ul style="list-style-type: none"> ▪ Li Bai ▪ Du fu 2. Visual appreciation and expression <ul style="list-style-type: none"> ▪ Advertising ▪ Animation 3. Travels notes (contemporary and ancient) 4. Popular science articles <ul style="list-style-type: none"> ▪ National geographic magazine, etc. 5. Lu xun's prose <ul style="list-style-type: none"> ▪ From herbal garden to study room ▪ Nanny Chang ▪ Mr. Fujino ▪ Fan Ainong 6. Short stories of Chekhov <ul style="list-style-type: none"> ▪ The Chameleon ▪ The death of a clerk ▪ Vanka ▪ A man in a case
<p>MYP4 (Grade 9)</p>	<ol style="list-style-type: none"> 1. Ancient Poetry <ul style="list-style-type: none"> ▪ Shijing ▪ Hanyuefu ▪ Cao cao 2. Novel <ul style="list-style-type: none"> ▪ Merories from the south of the city 3. Analects of: <ul style="list-style-type: none"> ▪ Confucius ▪ Mencius ▪ Zhuang zi 4. Lu Xun's short stories <ul style="list-style-type: none"> ▪ A little thing ▪ Kong Yiji ▪ The hometown ▪ Village performances 5. Acheng prose 6. Greek mythology

MANDARIN - LANGUAGE AND LITERATURE

Grade	Topics
<p>MYP5 (Grade 10)</p>	<ol style="list-style-type: none"> 1. Chinese contemporary poetry <ul style="list-style-type: none"> ▪ Beidao ▪ Gucheng ▪ Haizi 2. Famous speech learning <ul style="list-style-type: none"> ▪ Ronald Reagan ▪ Martin Luther King ▪ Bill Gates 3. Novel <ul style="list-style-type: none"> ▪ Water margin (Chapters of Lin Chong and Wu Song) 4. Lu Xun's short stories <ul style="list-style-type: none"> ▪ A Madman's diary ▪ The medicine ▪ In the wine shop 5. Lu Xun's columns 6. Drama <ul style="list-style-type: none"> ▪ The thunderstorm

LANGUAGE ACQUISITION: EMERGENT (PHASES 1 & 2)

Listening (A)	Reading (B)	Speaking (C)	Writing (D)	Grammar
<p>Identifying some explicit information and some supporting details</p> <p>Understanding some basic daily expressions and words related to identity, family, and daily routines</p> <p>Identifying some basic conventions in different types of text</p> <p>Identifying basic connections in simple authentic texts</p> <p>Understanding texts of about 5 minutes</p>	<p>Understanding simple information and some supporting details in simple texts</p> <p>Reading comprehensive texts that are between 200-500 words.</p> <p>Identifying some basic conventions in different types of text</p> <p>Identifying basic connections in simple authentic texts</p>	<p>Making simple questions about identity and simple information about friends and family.</p> <p>Communicating information in a limited range of everyday situations</p> <p>Using some aspects of register (personal pronouns, conjugation) in formal and informal oral communication.</p> <p>Interacting in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ tone.</p> <p>Maintaining a basic conversation for about 2-3 minutes</p>	<p>Writing incorporating a simple range of structures and vocabulary</p> <p>Writing basic texts on personal information</p> <p>Writing texts of 110-150 words</p>	<p>Widening their range of vocabulary that allows them to give and justify opinions and talk about their interests.</p> <p>Widening their ability to apply grammatical knowledge and adapt key structure (eg use of the Simple Present)</p> <p>Using grammar and spelling usually accurately.</p> <p>Using personal pronouns</p>

LANGUAGE ACQUISITION: CAPABLE (PHASES 3 & 4)

Listening (A)	Reading (B)	Speaking (C)	Writing (D)	Grammar
<p>Identifying and interpreting some explicit information and some supporting details</p> <p>Understanding some expressions and words commonly used by native speakers</p> <p>Identifying and interpreting some basic conventions in different types of text</p> <p>Identifying and interpreting basic connections in simple and more complex authentic texts</p> <p>Understanding texts of about 7 minutes</p>	<p>Understanding information and supporting details in simple and some complex texts</p> <p>Reading comprehensive texts that are between 600-900 words.</p> <p>Identifying and interpreting some basic conventions in different types of text</p> <p>Identifying and interpreting basic connections in simple and some complex authentic texts</p>	<p>Asking questions about simple issues</p> <p>Communicating information in a range of situations</p> <p>Using aspects of register (personal pronouns, conjugation) in formal and informal oral communication.</p> <p>Interacting in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ tone.</p> <p>Maintaining a basic conversation for about 3-4 minutes</p>	<p>Writing incorporating a range of structures and vocabulary</p> <p>Writing texts on about simple and some more complex issues</p> <p>Writing texts of 200-250 words</p>	<p>Extending their ability to apply grammatical knowledge and adapt key structure, including 2 verb tenses</p> <p>Using grammar and spelling usually accurately.</p>

LANGUAGE ACQUISITION: PROFICIENT (PHASES 5 & 6)

Listening (A)	Reading (B)	Speaking (C)	Writing (D)	Grammar
<p>Identifying and interpreting some explicit and implicit information</p> <p>Understanding expressions and words used by native speakers</p> <p>Analysing some conventions in different types of text</p> <p>Analysing connections in complex authentic texts</p> <p>Understanding texts of about 10 minutes</p>	<p>Understanding and interpreting information and supporting details in more complex texts</p> <p>Reading comprehensive texts that are between 900-1500 words.</p> <p>Analysing conventions in different types of text (including literary texts)</p> <p>Analysing connections in some complex authentic texts</p>	<p>Asking questions about simple and more complex issues</p> <p>Communicating information in a wide range of situations</p> <p>Using aspects of register in formal and informal oral communication.</p> <p>Interacting in exchanges using comprehensible pronunciation and intonation/ tone.</p> <p>Maintaining a basic conversation for about 4-5 minutes</p>	<p>Writing incorporating a wide range of structures and vocabulary</p> <p>Writing texts on about simple and more complex issues</p> <p>Writing texts of 300-400 words</p>	<p>Using confidently a variety of structures that goes beyond their immediate needs and interests</p> <p>Identifying and using a wide variety of tenses, applying grammatical knowledge to new situations, and manipulating key structures.</p>

INDIVIDUALS & SOCIETIES

Grade	Topics
MYP1 (Grade 6)	<ul style="list-style-type: none"> ▪ Origin and purpose of historical sources ▪ Natural Disasters ▪ Revolutions ▪ Settlements ▪ Ancient civilizations
MYP2 (Grade 7)	<ul style="list-style-type: none"> ▪ Systems of governments ▪ Supranational organizations ▪ What is Culture? ▪ Development and aid ▪ The Middle Ages
MYP3 (Grade 8)	<ul style="list-style-type: none"> ▪ Slavery ▪ Civil Rights ▪ Industrial revolution ▪ Population ▪ Migration ▪ Tourism
MYP4 (Grade 9)	<ul style="list-style-type: none"> ▪ Imperialism and colonialism ▪ World war 1 ▪ Revolutions ▪ Human impact on the environment Globalization and fair trade
MYP5 (Grade 10)	<ul style="list-style-type: none"> ▪ Economic Agents and Markets ▪ Biomes and sustainability ▪ Urban Planning ▪ World war 2 ▪ Human Resources and changes in labour markets

SCIENCES		
Grade	Subject	Topics
MYP1 (Grade 6)	Integrated Sciences	<ul style="list-style-type: none"> ▪ Science behind the scenes: introduction to investigations ▪ Acids and Alkalis ▪ Natural Systems of Classification ▪ The Earth, Moon, Sun and Beyond ▪ Nutrition in Animals ▪ Forces
MYP2 (Grade 7)	Integrated Sciences	<ul style="list-style-type: none"> ▪ Light and Sound ▪ Energy ▪ Elements, Compounds and Mixtures ▪ Processes that shape the Earth ▪ Adaptation and Evolution ▪ Relationship with Ecosystems ▪ Reproduction
MYP3 (Grade 8)	Integrated Sciences	<ul style="list-style-type: none"> ▪ Chemical reactions ▪ Reaction rates ▪ Respiration, Photosynthesis and Circulation ▪ DNA and Heredity ▪ Forces and Motion ▪ Electricity
MYP4 (Grade 9)	Biology	<ul style="list-style-type: none"> ▪ Natural systems of classification ▪ Cellular transport and nutrition ▪ Cell metabolism and bioenergetics ▪ Biological systems
	Chemistry	<ul style="list-style-type: none"> ▪ Atomic Structure and Bonding ▪ Chemical Reactions ▪ Acids and Bases ▪ Rates of Reaction ▪ The atmosphere
	Physics	<ul style="list-style-type: none"> ▪ Measurements in sciences ▪ Motion and forces ▪ Energy and resources ▪ Thermal Physics
MYP5 (Grade 10)	Biology	<ul style="list-style-type: none"> ▪ DNA and Heredity ▪ Ecosystems ▪ Evolution and Adaptations ▪ Disease and Global Health ▪ Biotechnology
	Chemistry	<ul style="list-style-type: none"> ▪ Organic Chemistry ▪ Energetics and Equilibrium ▪ Redox Reactions

	Physics	<ul style="list-style-type: none">▪ Electricity▪ Magnetism▪ Radiation and Radioactivity▪ Astrophysics
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MATHEMATICS

Grade	Topics
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Properties and operations in \mathbb{N} and \mathbb{Z}, including HCF and LCM and divisibility rules. ▪ Powers and roots. ▪ Fractions: properties and operations. ▪ Decimals: properties and operations. ▪ Percentages: calculate percentage, express quantities as percentages. ▪ Converting between decimals, percentages and fractions. ▪ Representation of numbers on a number line as well as on the Cartesian Plane. ▪ Patterns, algebraic expressions and simple linear equations. ▪ Geometric constructions: angles, angles in parallel lines and in triangles. ▪ Data collection and visual representation of data. ▪ Perimeter, area of triangles and compound shapes. ▪ Volume of rectangular and triangular prisms. ▪ Surface area of cuboids.
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ Properties and operations in \mathbb{Z} and \mathbb{Q} including powers and roots. ▪ Estimation. Rounding properties. ▪ Cartesian plane. ▪ Ratios, proportions and rates. Percentages: find percentage change, discounts. ▪ Direct proportion. ▪ Sequences: find the general term of linear sequences, verify the general term. ▪ Solve and form linear equations and inequalities. ▪ Expand one bracket and factorize. ▪ Substitute into expressions. ▪ Probability: describing likelihood, theoretical and experimental probability ▪ Area of trapezoids and regular polygons. ▪ Circumference and area of a circle. ▪ Surface area and volume of prisms. ▪ Geometric transformations: rotations, translations and reflections. ▪ Tessellations. ▪ Congruence. ▪ Measures of central tendency and measures of dispersion and visual representation of data.
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Form and solve linear equations with denominators and brackets. ▪ Solve problems using equations. ▪ Solve inequalities including inequalities with absolute value and represent its solution on the number line. Double inequalities. ▪ The distributive law to expand single and double brackets and to factorize. ▪ Rearrange equations. ▪ Prove general rules. Arithmetic, quadratic and geometric sequences.

MATHEMATICS

Grade	Topics
	<ul style="list-style-type: none"> ▪ Radical notation. Index rules. Scientific notation. ▪ Surds and simplification of surds. ▪ Recurring decimals. ▪ The real number set, \mathbb{R}. ▪ Solve incomplete equations in the form $x^2 = k$. ▪ Pythagoras' theorem and its converse. ▪ Cubes and cubic roots. Solve equations in the form $x^3 = k$. ▪ Similarity of triangles ▪ Coordinate geometry: distance between two points, midpoint, gradient. Equation of a straight line. ▪ Bivariate data: correlation ▪ Systems of two linear equations with two unknowns ▪ Area of regular polygons. ▪ Volume and surface area of cylinders, pyramids, spheres and compound solids.
MYP 4 (Grade 9) Maths Standard	<ul style="list-style-type: none"> ▪ Set theory, index notation and absolute values. ▪ Operations with nth-roots, and estimation. ▪ Arithmetic, quadratic and geometric sequences. ▪ Expand double brackets. Factorize quadratic expressions. ▪ Solve quadratic equations using factorization and quadratic formula. ▪ Coordinate geometry: distance, midpoint and gradient. Different forms of the equation of straight line. Gradient of parallel and perpendicular lines. ▪ Systems of equations. ▪ Enlargements. Isometric transformations. ▪ Function notation: fundamental concepts, domain, range and different representations. ▪ Linear and quadratic functions, including piece wise functions. ▪ Operations with sets ▪ Probability: Venn and tree diagrams for combined events; mutually exclusive events.
MYP 4 (Grade 9) Maths Extended	<ul style="list-style-type: none"> ▪ Set theory, index notation including rational indices and absolute values. ▪ Operations with nth-roots, and estimation. Lower and upper bounds. ▪ Solve exponential equations. ▪ Logarithms. Solve exponential and logarithmic equations with and without technology. ▪ Arithmetic, quadratic and geometric sequences. Sum of arithmetic and geometric sequences. ▪ Expand double brackets. Factorize quadratic expressions. ▪ Solve quadratic equations using factorization and quadratic formula.

MATHEMATICS

Grade	Topics
	<ul style="list-style-type: none"> ▪ Coordinate geometry: distance, midpoint and gradient. Different forms of the equation of straight line. Gradient of parallel and perpendicular lines. ▪ Systems of equations. ▪ Regions defined by inequalities. Linear programming. ▪ Enlargements. Isometric transformations. ▪ Surface area and volume of solids: prisms, cylinders, pyramids, cones and spheres. ▪ Relation between perimeter, area and volume of similar shapes. ▪ Function notation: fundamental concepts, domain, range and different representations. ▪ Linear and quadratic functions. Sign diagrams. Solve quadratic inequalities. Transformation of functions. Inverse functions. Composite functions. Exponential and logarithmic function and its asymptotes. ▪ Right-angled trigonometry. Bearings. ▪ Sine, cosine rules. Area of triangle. ▪ Trigonometric function. ▪ Length of an arc and chord, perimeter and area of sector and segment. ▪ Operations with 3 sets. ▪ Probability: Venn and tree diagrams for combined events; mutually exclusive events. Independent events. Conditional probability.
MYP 5 (Grade 10) Maths Standard	<ul style="list-style-type: none"> ▪ Right-angled trigonometry. Bearings ▪ Surface area and volume of solids: prisms, cylinders, pyramids, cones and spheres. ▪ Relation between perimeter, area and volume of similar shapes. ▪ Enlargements. Isometric transformations. ▪ Direct and inverse proportion and variation. ▪ Representation and shape of exponential functions and their horizontal asymptotes ▪ Fractional equations that led to quadratic equations ▪ Algorithms (analysing and using well-defined procedures for solving complex problems). ▪ Circle geometry and theorems, including angles, radius, diameter and tangent. ▪ Length of arc and chord, perimeter and area of sector and segment. ▪ Data: graphical representations of univariate data, measures of central tendency for discrete and continuous data, measures of dispersion, including IQR. Correlation using technology. ▪ General revision and preparation for the E-Assessment.
MYP 5 (Grade 10)	<ul style="list-style-type: none"> ▪ Direct and inverse proportion and variation. ▪ Rational, exponential, logarithmic, cosine and sine functions ▪ Transformation of functions

MATHEMATICS

Grade	Topics
Extended Maths	<ul style="list-style-type: none"> ▪ Fractional equations that led to quadratic equations ▪ Networks, including edges and arcs, nodes/vertices, paths. Calculating network pathways. Weighted networks. ▪ Circle geometry and theorems, including angles, radius, diameter and tangent. ▪ Length of arc and chord, perimeter and area of sector and segment. ▪ Histograms for continuous data. Measures of dispersion, including standard deviation. ▪ Sets (max 3) including De Morgan rules. ▪ General revision and preparation for the E-Assessment.

THE ARTS - MUSIC

Grade	Content
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Programme Music in Nature ▪ Skills: <ul style="list-style-type: none"> ○ Recorder technique, articulation and fingering ○ Treble clef notation ○ Basic rhythmic notation ○ Rudimentary use of Music Production
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ It's all about the (minimalistic) bass! ▪ Skills: <ul style="list-style-type: none"> ○ Keyboard technique, posture and hand position ○ Treble and Bass clef notation ○ Revision of basic rhythmic notation ○ Rudimentary use of Music Production
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Rhythms of the World: Samba ▪ Skills: <ul style="list-style-type: none"> ○ Samba percussion technique ○ Complex rhythmic notation and syncopation ○ Rudimentary use of Music Production
MYP 4 (Grade 9)	<ul style="list-style-type: none"> ▪ Soundtracks for Video Games ▪ Purpose of Music ▪ Shifting Perceptions ▪ Skills: <ul style="list-style-type: none"> ○ Music Production ○ Music Analysis ○ Composition ○ Instrument skills ○ Foley Technique ○ Understanding Music in Context
MYP 5 (Grade 10)	<ul style="list-style-type: none"> ▪ Music and Nature ▪ EPortfolio Assessment ▪ Skills: <ul style="list-style-type: none"> ○ Music Production ○ Music Analysis ○ Composition ○ Instrument Skills ○ Understanding Music in Context

THE ARTS - THEATRE

Grade	Content
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Greek Theatre: Working as an ensemble
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ Commedia dell'Arte: Understanding identity to construct character
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Physical Theatre: Communicating meaning through non-verbal forms
MYP4 (Grade 9)	<ul style="list-style-type: none"> ▪ The Basics: Physical and vocal technique ▪ Shakespeare and Elizabethan theatre: Theatrical elements ▪ Stanislavski and Realism: Constructing character, scene work and The Method ▪ Brecht and Epic Theatre: Poor theatre, improvisation and the impact of theatre
MYP5 (Grade 10)	<ul style="list-style-type: none"> ▪ E-portfolio preparation

THE ARTS - VISUAL

Grade	Content
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Learning to look: Paul Cezanne and Still Lifes
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ Challenging Perceptions of Beauty: Portaiture & Jenny Saville
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Expressing Depth: The Renaissance and Perspective
MYP 4 (Grade 9)	<ul style="list-style-type: none"> ▪ Macro Worlds: IDU: Arts and Biology, photography and drawing ▪ Storytelling: Photography with David Hockney and Slinkachu ▪ Organic Forms: Abstraction with Georgia O'Keeffe ▪ Global Impact: Art Nouveau and poster design
MYP 5 (Grade 10)	<ul style="list-style-type: none"> ▪ Surreal Continuance: Surrealism with drawing and acrylic painting ▪ EPortfolio Assesement

PHYSICAL & HEALTH EDUCATION

Grade	Content
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Health related fitness ▪ Skill-related fitness ▪ Fitness component tests ▪ Health & well-being ▪ Nutrition ▪ Goal setting: specific & measurable ▪ Rhythm within choreography ▪ Net Games: Badminton (1x1), Volleyball (1x1) ▪ Athletics: running technique, sprint, relays, initiation to javelin ▪ Striking Games ▪ Gymnastics: basic gymnastic skills, flexibility positions, strength positions, linking elements ▪ Invasion Games: Basketball (3x3), Football (4x4)
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ Anatomy - skeletal system ▪ First Aid ▪ Energy Systems ▪ Goal Setting: specific and measurable, attainable ▪ Training Plan ▪ Net Games: Volleyball (2x2), Badminton (1x1 - competition; 2x2 cooperation) ▪ Striking Games: Introduction to Baseball ▪ Athletics: running technique; sprint; long jump; shot put ▪ Gymnastics: acrobatics gymnastics ▪ Invasion Games: Basketball (3x3), Football (4x4)
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Benefits of physical activity ▪ Anatomy - muscular system ▪ Training Methods ▪ Principles of choreography ▪ Net Games: Volleyball (3x3) and Badminton (1x1; 2x2) ▪ Dance: Folk dances ▪ Striking Games: Baseball ▪ Athletics: endurance running, shot put, triple jump ▪ Invasion Games: Basketball (4x4), Football (5x5), Handball (5x5)
MYP 4 (Grade 9)	<ul style="list-style-type: none"> ▪ Sports Psychology ▪ Mental, Social and Spiritual Health ▪ Training Principles ▪ Principles of choreography ▪ Net Games: Volleyball (3x3) and Badminton (1x1; 2x2) ▪ Dance: Hip Hop ▪ Striking Games: Baseball and Cricket (introduction) ▪ Athletics: endurance running, shot put, triple jump, hurdles (client, coach relationship) ▪ Invasion Games: Basketball (4x4), Football (5x5), Handball (7x7)

PHYSICAL & HEALTH EDUCATION

Grade	Content
MYP 5 (Grade 10)	<ul style="list-style-type: none">▪ Health related fitness components▪ Skill-related fitness components▪ Energy Systems

DESIGN	
Grade	Content
MYP 1 (Grade 6)	<ul style="list-style-type: none"> ▪ Workshop Safety ▪ Introduction to space, tools, machines ▪ Lab safety rules ▪ Workshop contract ▪ Create lab safety displays ▪ Testing the machines ▪ Eco Vogue ▪ Design cycle- all strands ▪ Hand Stitching techniques_ running stitch, backstitch and how to sew a button. ▪ Sewing techniques_Using the sewing machines. ▪ Nets, Template ▪ Patterns, decoration ▪ My dream bedroom ▪ Introduction to 2D and 3D drawing; ▪ Perspective and shadows - volumetry; ▪ Ergonomics; ▪ Measurement ▪ 3D modelling techniques (formatives on cutting and assemblage processes) ▪ Isometric perspective (optional-depends on students) ▪ Differentiation using 1-point perspective (Taught in PYP); ▪ Origamgic ▪ Introduction to Origami techniques and concepts ▪ Paper folding techniques - stage set, v-fold, box and cylinder, and floating layers ▪ Psychology of Color ▪ Typography ▪ Design principles- Graphic design
MYP 2 (Grade 7)	<ul style="list-style-type: none"> ▪ Workshop Safety ▪ Introduction to space, tools, machines ▪ Lab safety rules ▪ Workshop contract ▪ Create lab safety displays ▪ Testing the machines ▪ UN goals in (E)motion ▪ Design cycle ▪ United Nations Sustainable Development Goals. ▪ Stop - Motion Video/animation technique ▪ Creating Story boards ▪ Play dough techniques ▪ Bugtropolis: Where Bugs and Veggies Thrive

DESIGN	
Grade	Content
	<ul style="list-style-type: none"> ▪ Systems, ecosystems, Case studies related to European policies such as Biodiversity Information system for Europe/Forest Strategy. ▪ Relationship between design and environment ▪ Urban garden design ▪ Basic wood working techniques ▪ Redesign iconic building of the world <ul style="list-style-type: none"> • Free hand 2D and 3D • Perspective drawings • Orthographic views • Scales • Measurements • Shapes • Modelling (Cardboard /Styrofoam Modelling / Clay)
MYP 3 (Grade 8)	<ul style="list-style-type: none"> ▪ Workshop Safety ▪ Introduction to space, tools, machines ▪ Lab safety rules ▪ Workshop contract ▪ Create lab safety displays ▪ Testing the machines ▪ Minimum Survival habitat (to Mars) ▪ NASA information: Spatial: Physical condition and constraints; atmospheric and environmental restrictions and opportunities ▪ Human Centered Design (Habitability): Knowing and working for Humans, exploring physical and cognitive conditions and opportunities ▪ Systems 2D of spatial representation: How to represent technically a space - Floorplans; sections and elevations; Working on drawing hierarchy; Perspectives ▪ ISS Exhibition Stand ▪ Ephemeral/seasonal design: ▪ Sustainability _ Sustainable Design ▪ Reuse ▪ Pack and store ▪ Sketching and Technical drawing (2D and 3D). ▪ Prototyping ▪ ISS merchandising ▪ Design principles- Graphic design ▪ Typography ▪ Graffiti and Pop Art techniques and styles ▪ Psychology of Color ▪ Merchandising digital mockups ▪ Advertisement: Argument; Credits and video tools and techniques

DESIGN	
Grade	Content
MYP 4 (Grade 9)	<ul style="list-style-type: none"> ▪ Workshop Safety ▪ Introduction to space, tools, machines ▪ Lab safety rules ▪ Workshop contract ▪ Create lab safety displays ▪ Testing the machines ▪ ProdigyBoost: Enhancing Human Productivity ▪ Ergonomics ▪ Systems ▪ Function ▪ Form ▪ Productivity ▪ Human centered design ▪ Identity through culture ▪ Cultural Identity through Design ▪ Cultural Identity through Fashion ▪ Cultural Identity through Furniture ▪ Cultural Identity through Interior Design & Architecture ▪ Cultural Identity through Food ▪ Cultural Identity through Toys ▪ HarmonySphere: The Interconnective Lifestyle ▪ Collaborative design ▪ Collaborative furniture ▪ Sketching in 3D ▪ Sketching in 2D ▪ Modelling ▪ CAD Modelling
MYP 5 (Grade 10)	<ul style="list-style-type: none"> ▪ HarmonySphere: The Interconnective Lifestyle ▪ Collaborative design ▪ Collaborative furniture ▪ Sketching in 3D ▪ Sketching in 2D ▪ Modelling ▪ CAD Modelling ▪ IB E-portfolio

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