THE MYP HANDBOOK

2018-2019

Mission of Vishwashanti Gurukul

Vishwashanti Gurukul's mission is to provide a resource based education with global opportunities for academic growth and development, and assure that all students are provided the necessary life skills and competencies to function productively in an ever changing society while retaining Indian values and Philosophy.

Vision of Vishwashanti Gurukul

To make 'Vishwashanti Gurukul' a learning community of motivated students with the staff engaged in realizing the children's full human potential and imparting world class education to each student which fosters academic excellence, physical fitness, psychological and spiritual health and social consciousness."

The emphasis of MIT's Vishwashanti Gurukul, *an IB World School* will be to make the students proud of their deep-rooted ethos, the ancient Indian culture and train them in the most modern methodology prescribed by the IB.

IB Mission Statement

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

Learner Profile

Inquirer

They develop their natural curiosity. They develop the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance, in doing so they develop in-depth knowledge and understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively, in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

They understand and appreciate their own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach to unfamiliar situations and uncertainties with courage and forethought, and have the independence of spirit to explore now roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balance

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own leaning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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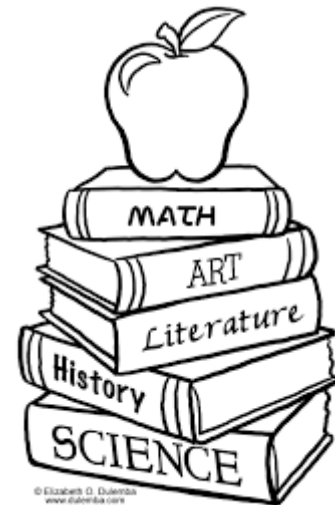
1. The Purpose of this handbook

This curriculum handbook intends to brief you with the IB Middle Year's Programme (MYP) and its affirmative implementation at Vishwashanti Gurukul. IBMYP focuses on high academic standards and augments the curriculum by holistic development and intercultural awareness amongst the students. An extensive variety of activities and experiences are provided to the students to support the conceptual understanding of the content. The school's family-like atmosphere is firmly rooted in respect, trust, compassion and the ideology of community service. The school endeavors to understand the uniqueness in each individual and nurture the students to reach their full potential. This handbook will supply information to comprehend a child's journey of learning in order to acquire parental involvement in the school as guardians backing their children.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge; skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

2. The MYP curriculum

The MYP curriculum offers eight subject groups ensuring a strong foundation of learning experiences balancing each disciplinary boundary. The following inputs will give a concise summary of expectations and classroom procedures for each of the eight subject groups.
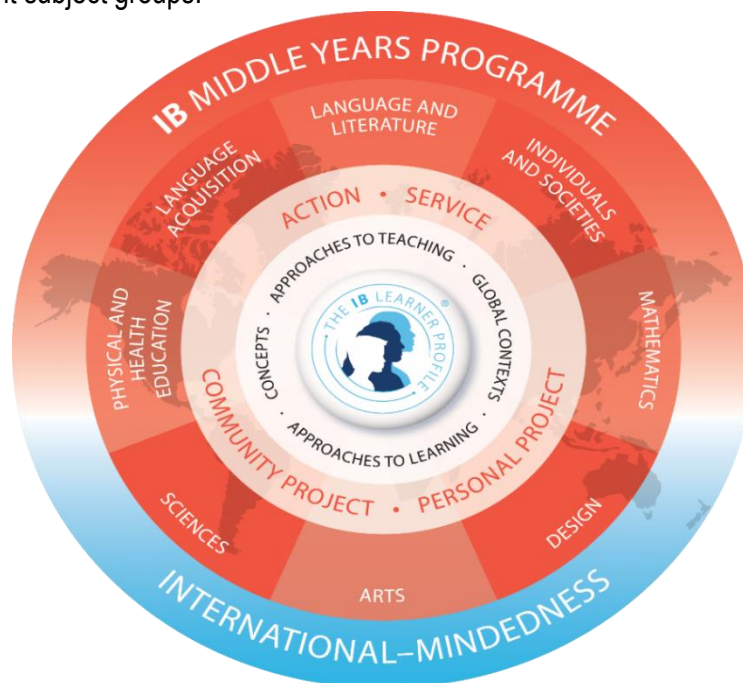
2. a. Language and Literature

MYP Language and Literature, allows students to make connections between their experience outside school and their work within the classroom, as well as between subjects, by enabling them to communicate accurately, appropriately and effectively in speech and writing. The aim is for students to explore the joys of expression.

The selection of literary and non-literary texts has been designed to encompass a broad range of diverse experiences and cultural exposure. Students are encouraged to reflect upon these texts and make connections between texts and their own experiences, both locally and globally.

The Language and Literature course at our school uses the six skill areas of Listening, Speaking, Reading, Writing, Viewing and Presenting in an imaginative and stimulating manner. Progression through the MYP Language and Literature course involves a selection of literary texts including biographies, memoir, travel writing, mysteries and literature from different cultures around the world which gives the course a profoundly international perspective. Non- literary texts are examined through articles, magazines, cartoons etc. complemented by the use of the school library and British Library. For a holistic development in Language and Literature, the students are given opportunities to explore presentation techniques through visual and oral skills.

Aims:

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and 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

Assessment:

Formative and Summative assessments are an integral part of students' understanding the Language and Literature course. The learners are assessed with Formative assessments through the ongoing process of learning and feedback, concluding a unit study with the Summative Assessment all designed thoughtfully keeping with the subject-specific objectives. [Refer to page 20]. This allows students with varied abilities to demonstrate their strengths.

Unit Initiated Service

In the Language and Literature course, majority of texts and content covered provide students with insight into community, themselves and the individual's role within it. Focusing on key contemporary issues that are unit initiated, students are encouraged to reflect critically on environment, health and social concerns.

Home Assignment:

Homework plays an important role in the students' academic development, wherein the course demands continual reinforcement assignments given in the form of Grammar practice, consolidating spelling grade level words, using vocabulary and comprehension activities.

Language Support:

To ensure that all our students are able to access the course teachers modify their teaching strategies by embracing the principles of good practice for differentiated learning: valuing prior knowledge, affirming identity, building self-esteem, and scaffolding and extending learning.
Our Learning Support facilitators fulfill a similar role in supporting students who lack English Language proficiency. The students are identified by conducting a prior knowledge assessment. These students are supported by specialists using a pull-out model. The level and type of support depends on the student's need. In the case of students with low-level language proficiency may receive an intensive program of English support with pull-out tutorial-style lessons where academics are supported and language is learnt contextually.
Differentiation within the classroom ensures that each child is able to access and demonstrate understanding and learning.

2. b. Language Acquisition

Language acquisition aims at equipping learners with skills for lifelong learning. Students study various topics relevant to their life as well as gain knowledge of a different culture, so that they develop an awareness and understanding of the perspectives of people from other cultures. It contributes to the holistic development of students and equips students with the necessary multi literacy skills and attitudes.

At Vishwashanti Gurukul the Language Acquisition is offered in Hindi and French.

Aims:

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

- develop a respect for, and understanding of, diverse linguistic and cultural heritages

- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy

- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

- offer insight into the cultural characteristics of the communities where the language is spoken

- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities

- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Assessment:

In Language Acquisition classes Formative and Summative assessments include role plays, listening and reading comprehension with visual text, cloze test, dictation, pen and paper test, creative writing, recitation, speech, debates etc.

Unit initiated service:

Through language acquisition students contribute to the society by spreading awareness in the community for various concerns through posters, brochures, skits and by teaching children from the local community.

Home assignments:

Reading Comprehension, learning engagements for vocabulary building, grammar exercises are some of the home assignments set in Language Acquisition.

2. c. Individuals and Societies

In MYP Individuals and Societies encourages students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Individuals and Societies offer many opportunities to build interdisciplinary connections across the curriculum.

Aims :

- appreciate human and environmental commonalities and diversities.

- understand the interactions and interdependence of individuals, societies and the environments.

- understand how both environmental and human systems operate and evolve .

- identify and develop concerns for the well-being of human communities and the natural environment

- act as responsible citizens of local and global communities.

- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.
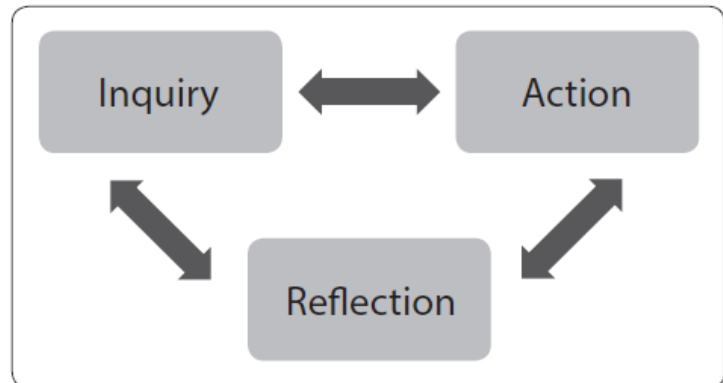
Assessment

Assessments are done through a variety of activities - Projects, exhibitions, oral presentations, performances and demonstrations as well as written papers or essays. These tasks will stem from learning experiences and will be learning experiences themselves. Tasks can be designed to allow the assessment of different objectives against relevant criteria.[Refer to page 20].

Unit initiated action :

Individuals and societies offer many opportunities for learning through action in each unit which can inspire individuals to include inquiries into:

- entrepreneurship, business and economic issues
- propaganda, persuasion and the impact of contemporary social and mass media
- stereotypes, identity, values and cultural adaptation
- local and global challenges in human and natural geography
- the historical development and impact of a significant person, group or idea.

Home Assignments:

 Assignments are in various forms like analysis of worksheet, newspaper analysis, internet research, current updates from News, Library, series of journal entries, reflection sheets on each event, completions of project books, preparation for quiz, debates, skit, public speaking, vacation projects etc.

2. d. Sciences

The learning process in MYP Sciences is more of inquiry based where learners explore the connections between science and everyday life. Students develop the conceptual understanding within a global context. The essence of the subject is in the framework of the curriculum which encourages the learners to investigate issues through research, designing of labs, investigation, observation, etc. Students are encouraged to develop scientific aptitude, literacy and terminology. Students learn to appreciate and respect the ideas of others, develop reasoning skills and sense of responsibility as members of local and global communities.

Aims:

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

- understand and appreciate science and its implications
- consider science as a human 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.

Assessment:

Assessment for Sciences courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria. .[Refer to page 20]. The tasks assigned involve a variety such as –

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment

Unit initiated action:

In the MYP, service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community.

Through Sciences every Unit gives an opportunity for the students to initiate service and action for the local community. After each service activity, students reflect on the experience and the learning outcome(s) experienced. (MYP: From Principles into Practice   May 2014: 24)
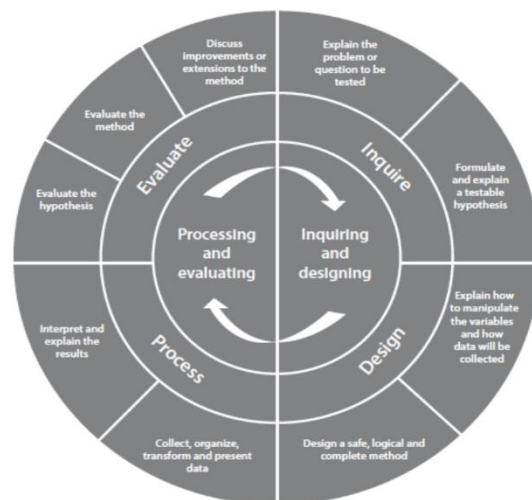
Homework:

For the reinforcement of the unit learned in the class, students are given homework which they are suppose do it on their own maintaining academic honesty. At times an article based on research task is shared with the students so that they can reflect on the impacts of science and develop scientific literacy.

"The scientific process of inquiring, designing, processing and evaluating is represented by MYP sciences Objectives B (inquiring and designing) and C (processing and evaluating). The visual representation in figure below shows the dynamic relationship between the four areas of experimental design and reporting."

2. e. Mathematics

Studying MYP mathematics is much more than simply learning formulae or rules. Students are made the active participants in the search for concepts and relationships. In that light, Mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. Teachers apply enormous number of strategies in developing mathematical skills.

Aims

- enjoy Mathematics, develop curiosity and begin to appreciate its elegance and power

- develop an understanding of the principles and nature of Mathematics

- communicate clearly and confidently in a variety of contexts

- develop logical, critical and creative thinking

- develop confidence, perseverance, and independence in mathematical thinking and problem-solving

- develop powers of generalization and abstraction

- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments

- appreciate how developments in technology and mathematics have influenced each other

- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of Mathematics

- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives

- appreciate the contribution of mathematics to other areas of knowledge

- develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics

- develop the ability to reflect critically upon their own work and the work of others.

Assessment:

Assessment is closely aligned with the written and taught curriculum. It aims at students' progress toward mastery of objectives and standards followed by constructive feedback by the facilitators. Assessment for Mathematics courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria. .[Refer to page 20].

Unit initiated service:

Service-learning is incorporated into the MYP courses where one of the units in Mathematics may support the completion of the project. The idea behind Service Learning is to get students involved in a project that is both high learning for students and high service to someone in the community. This service could be direct, indirect, advocacy or research based. Students define a goal in the guidance of a supervisor to address a need within a community, based on personal interests.

Home Assignment:

Vishwashanti Gurukul believes that the giving of regular homework assists in the personal and academic development of students. It encourages the students to take greater responsibility for learning. It may include practice of the work done on that day for the purpose of reinforcement, appropriate level of difficulty, task on real life situation, short term project etc.

2. f. Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

Aims:

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

- create and present art

- develop skills specific to the discipline

- engage in a process of creative exploration and (self-)discovery

- make purposeful connections between investigation and practice

- understand the relationship between art and its contexts

- respond to and reflect on art

- deepen their understanding of the world.

Visual Arts

What skills might students develop in visual arts?

- Technical skills, skills of observation and practical aspects of visual art that allow students to incorporate ideas into their own work.

- Skills to investigate and respond to art styles, art movements, artists' practices and specific artworks

- Knowledge of existing visual art practice(s) to influence and shape their artwork.

	MYP- 1	MYP-2	MYP-3	MYP – 4 and MYP 5
Visual Art	1. Explore 2D and 3D forms of Art. 2. Object drawing. 3. Knowing the elements of Arts and Principles of Design. 4. How do we express ourselves?	1. Demonstrate Skill and expression in creating works of Art in 2D and 3D 2. Object drawing. 3. Knowing the elements of Art and Principles of Design. 4. Art's influence on society and society's influence on art.	1. Demonstrate increased technical skills using complex processes 2. Drawing from observation. 3. Application of the Elements and Principles in their art making practice. 4. Art's influence on society and society's influence on art- study through symbolic representations 5. Elementary and Intermediate Drawing Grade Examinations conducted by the Government of Maharashtra.(Optional)	6. Demonstrate appropriate technical skills using complex processes, to make meaningful works of art. 7. Drawing from observation and interpreting in their own ways. 8. Understanding Design. 9. Application of the Elements and Principles in their art making practice. 10. Art's influence on society and society's influence on art- analyzing and comparing works of artists across time and place. 11. Working towards e-portfolio, for submission at the end of MYP 5. 12. Personal Project. Elementary and Intermediate Drawing Grade Examinations conducted by the Government of Maharashtra. (Optional)

	MYP 1	MYP 2	MYP 3
Performing Art – Dance	1. Explore different dance styles, techniques, and development in the world of dance. 2. Learn and explore creative dance patterns and essential components of basic choreography. 3. Learning dance Terminologies	1. Key elements of dance choreography 2. Acquire techniques and skills to create a movement composition. 3. Learn necessary skills and perform dance choreography. 4. Learn physical control and kinaesthetic skills. 5. Learn choreographic process 6. Reflect on their experiences, recordings, achievements and challenges	1. Experimenting artistic process involved in "Making Dance" 2. Initiate, explore and develop dance projects 3. Experiment with dance style and improvisation. 4. Develop dance choreographies inspired by external productions 5. Developing a performance sensitive to art practices and artwork from various cultures. 6. Socio-political message to movements.

Performing Art – Music	**Rudiments of Music:**
	1. Exposition of various instrumental perspectives.
	2. Concepts based on pivotal Elements of Music
	3. Clefs used for various instruments such a Piano / Guitar / Violin / Drums, etc.
	4. Music Dynamic & Expressions.
		Developmental skills:
		1. Technical skills
		2. Various simple & complex patterns & its formation of -
		   Scale
		   Chord
		   Arpeggio
		   Rhythmic
		3. Application of Progressions & Sequences.
			Creativity
			Improvisation through –
			1. Scales.
			2. Chordal Harmonization.
			3. Rhythmic values.
			Extempore technique through-
			1. Scales.
			2. Chordal Harmonization.
			3. Rhythmic values.
			Responsive Performance based on following learning aspects:
			a) Vocal choir performance in accompaniment with Instruments.
			b) Instrumental Harmonization within same & different accompanied instruments.
			c) Strings Ensemble.
			d) Repertoire for Musical Pieces / Songs / Melodies / Rhythms for various aspects of Music learning.

2. g. Physical and Health Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Physical and health education focuses on both **learning about** and **learning through** physical activity. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

Aims:

The aims of MYP Physical and Health Education are to encourage and enable students to:

- Use inquiry to explore physical and health education concepts

- Participate effectively in a variety of contexts

- Understand the value of physical activity

- Achieve and maintain a healthy lifestyle

- Collaborate and communicate effectively

- Build positive relationships and demonstrate social responsibility

- Reflect on their learning experiences.

Assessment

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

At the end of each unit students will be assessed on their progress. Students will not only be assessed in how they perform in each sport, but rather in how they address each aspect of the sport. Tasks are designed to allow the assessment of different objectives against the criteria .[Refer to page 20].

Unit Initiated Action

Physical and Health education offers many opportunities for learning through action. Inspiration from physical and health education for community projects might include inquiries into:

- sports or recreational activities, organizations or facilities

- important personal, community or global health issues

- goals for increased well-being or performance

- healthier lives in the school, local community or wider world

2. h. Design

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. It is human-centred and focuses on the needs, wants and limitations of the end user

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

The design cycle model in the figure below represents the MYP design methodology of how designers develop products.
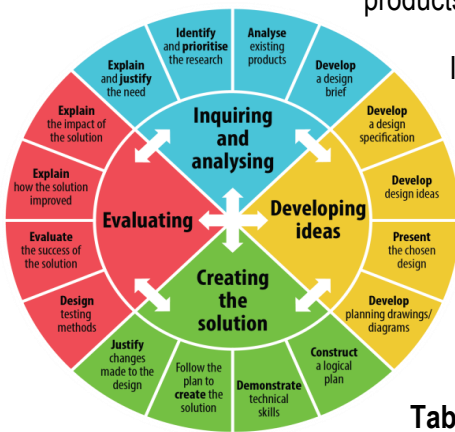
It is important to note that, while the design cycle includes several successive stages, it is an iterative and cyclical process. When using the design cycle, students will often need to revisit a previous stage before they can complete the stage they are currently working on. Solving design problems is not always a linear process.

The following table gives a glimpse of how Design course can be classified for students in MYP.

Table : Possible MYP design courses

Digital design	Product design	Design
Computer science/programming	Electronic product design	Architectural design
Digital communication design	Fashion design	Computer-aided design
Digital game design	Food product design	Graphic design
Digital interface design	Industrial design	Robotics (Control)
Interactive media design	Mechanical OR Structural engineering	Systems engineering design
Web design	Materials design	

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

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

Assessment:

Formative assessment tasks can include: focused design tasks, focused practical tasks, product analysis and investigation, product testing, sketching tasks, making-to-plan tasks.

Summative assessment

> Design project: The design project is a compulsory component of all MYP design courses. This task will be assessed using all four criteria. [Refer to page 20].

- Design Folder is a compilation of evidence that accompanies the final product/solution for a unit of work. Students formally record the results of their research, their various plans and designs and the evaluation of their finished products/solutions in the design folder. It must begin with the student's inquiry into the problem and end with the evaluation of the product/solution.

Home assignments:

Most of the home assignments are based on research work.

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3. Inter Disciplinary Unit (IDU)

In MYP every grade level student studies one interdisciplinary unit (IDU) per year. An IDU is a unit of study that combines the perspectives of two or more subject areas, for example Science and Mathematics to form a new hybrid subject with a common goal. Students demonstrate interdisciplinary understanding by bringing together the concepts, methods or forms of communication from two or more disciplines.

To understand the world around them young learners often make connections between different areas of knowledge. The emerging changes in the world demands education to empower the students to integrate the disciplines (subjects) in a creative way to understand the complex issues and ideas.

An IDU also has four specific criteria that students are assessed upon. .[Refer to page 20].

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While each of the eight subject groups has its own unique principles, procedures and guidelines, they also have certain commonalities ensuring a continuum for the learner. To make a comparative analysis of each subject groups, the following summary has been compiled.

4. Global Context

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning .Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific setting, events or circumstances that provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

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

MYP Global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme . For more clarity it is connected in the following way.

PYP (Nursery to Gr 5)	MYP (MYP 1- Gr 6 to MYP5- Gr 10)
Trans-disciplinary Themes:	**Global Context**
* Who we are	* Identities and global relationships
*Where we are in place and time	* Orientation in space and time
* How we express ourselves	* Personal and cultural expressions
*How the world works	* Scientific and technical innovation

*How we organize ourselves

* Globalization and sustainability

* Sharing the planet

* Fairness and development

In Year 5 (Grade 10) the school assesses the Global Contexts through a significant, extended Personal Project completed by each student individually.

5. Approaches to learning (ATL)

In MYP the teaching learning activities are designed around the approaches to learning. They provide a solid foundation for learning independently and with others. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning."
IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

6.Key Concepts

Key Concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects while **Assessment Criteria** provides the framework for feedback in each subject group

5. Key Concepts	*Language & Literature*	Connections	Communication	Creativity	Perspective
	Language Acquisition	Connections	Communication	Creativity	Culture
	Mathematics	Form	Relationship	Logic	-
	Sciences	Change	System	Relationships	-
	Individuals & Societies	Change	System	Time place and space	Global interactions
	Arts	Aesthetics	Communication	Change	Identity
	Design	Communities	Communication	Development	Systems
	PHE	Change	Communication	Relationships	-

	Maximum 8	*Criteria A*	*Criteria B*	*Criteria C*	*Criteria D*
6. Assessment Criteria	*Language & Literature*	Analyzing	Organizing	Producing Texts	Using Language
	Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
	Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
	Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
	Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
	Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
	Design	Responding	Developing ideas	Creating the solution	Evaluating
	PHE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
	Interdisciplinary Unit	Knowledge & Understanding	Synthesis Thinking	Communication	Reflection
	Personal Project	Investigation	Planning	Taking action	Reflecting

Students will use the presentation of the Community Project, or the report of the Personal Project, as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

7. MYP Command Terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups. These instructional verbs indicate the level of thinking and type of performance (or behaviour) that is required of students. They are closely related to general and subject-specific ATL skills, and they make explicit a shared academic vocabulary that informs teaching and learning in the MYP.

Command terms	Language And Literature	Language Acquisition	Individuals And Societies	Sciences	Mathematics	Arts	PHE	Design
Analyse	✓	✓	✓	✓			✓	✓
Annotate				✓	✓			
Apply				✓	✓		✓	
Calculate				✓	✓			
Classify				✓				
Comment	✓			✓	✓			
Compare and Contrast	✓							
Construct				✓	✓		✓	✓
Contrast								
Create	✓					✓		✓
Critique	✓					✓		
Deduce								
Define				✓				✓
Demonstrate			✓	✓	✓	✓	✓	✓
Derive					✓			
Describe			✓	✓	✓		✓	✓
Design				✓			✓	✓
Determine				✓				
Develop						✓		✓
Differentiate								
Discuss	✓		✓	✓	✓			
Distinguish								
Document Credit			✓	✓				
Draw				✓	✓			
Estimate				✓	✓			
Evaluate	✓	✓	✓	✓		✓	✓	✓
Examine	✓							
Explain			✓	✓	✓		✓	✓
Explore	✓		✓			✓		
Find				✓				
Formulate			✓	✓		✓		

Command terms	Language and Literature	Language Acquisition	Individuals And Societies	Sciences	Mathematics	Arts	PHE	Design
Identify	✓	✓	✓	✓	✓	✓	✓	✓
Interpret	✓	✓	✓	✓				
Investigate			✓				✓	
Justify	✓		✓	✓	✓		✓	✓
Label				✓	✓			
List			✓	✓			✓	✓
Measure				✓	✓			
Organize	✓			✓	✓			
Outline	✓			✓		✓	✓	✓
Plot				✓	✓			
Predict					✓			
Present				✓		✓		✓
Prioritize								✓
Prove					✓			
Recall				✓			✓	
Select	✓			✓	✓			
Show				✓	✓			
Show that								
Sketch				✓	✓			
Solve				✓	✓		✓	
State				✓	✓		✓	✓
Suggest				✓	✓		✓	
Summarize	✓		✓	✓			✓	✓
Synthesize	✓	✓	✓					
Trace					✓			
Use	✓		✓		✓	✓		
Verify				✓	✓			
Write down				✓	✓			

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8. Community Service and Personal Project

Students are encouraged to participate in service-based activities where the students have to take action. Activities will vary by grade. In lower Grades groups of students will be given several Service & Action opportunities and typically work in groups. In higher grades students must initiate their own Service & Action. It is recommended that students use and build upon their own interest and experiences in coming up with activities. The Coordinator publishes and promotes various service and action activities, exchanges, and trips throughout the year. These are advertised in the newsletter, student assemblies and within the wider community. Students must keep a journal or portfolio of evidence of their Service & Action activities and write reflections.

The Personal Project (Year 4 and Year 5 – Gr 9 and Gr 10) encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

9. Citation Note – All information included above for various subject groups has been taken from
    i) Principles to Practices
    ii) Subject guides published by the IBO

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10. Remedial Support

About Special Education Needs (SEN)

Special educational needs students, as defined by the IBO, may display difficulties or conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education. Notwithstanding the use of terminology as the generic 'special educational needs' (SEN), the IB World Schools consider Difference and Diversity as being central to its existence where all students have access and opportunities to the curriculum in as unbiased a manner as possible.

Aims:

The SEN Department aims at providing support by identifying difficulty/disability, conducting or arranging conduction of assessment and individualized remedial help for all students that are referred and recognized as being in need of the same. The SEN department works within the framework of mainstream education and the students attend regular classes with their peers.

Objectives at MYP level:

- To provide remedial help and individualized support based on Individual Educational plans (IEP)s to students who, after appropriate assessments are affirmed as students needing special educational help.
- The remedial help can either be in the form of pull-out sessions or inclusive help in the class setting.

- To review IEPs regularly and conduct appropriate assessment to record performance and progress and further report the same to all stake holders.
- Involvement of teacher-facilitators, parents, children and special needs educator in the process of remediation and support for combined and synchronized efforts.

PROCESS OF SUPPORT FOR STUDENTS REQUIRING SPECIAL EDUCATIONAL SUPPORT AT MYP LEVEL

The intake of a student requiring support from the SEN Department is usually done on intimation or a referral by a homeroom/subject specialist teacher upon observation.

Following is the process that will then be followed for:

- Referral by teacher to SEN department, followed by collaborative discussion on concerns.
- Information gathering via observation, work samples, background records, past records of intervention and therapy, reports etc.
- Referral of student to authorized and licensed practitioner for assessment/informal assessment if needed
- Planning of Individual Educational Plan (IEP) in consultation with teachers.
- Planning of Individual Educational Plan (IEP) in consultation with teachers and shared with parent.
- Remedial sessions (Pull out/ inclusive) and Counseling support for emotional/behavioral issues if required.
- Assessment of student and Review of effectiveness of IEP
- Reporting of IEP at Parent Teacher Meeting and/or as part of the progress report

An *Individualized Educational Program (IEP)* will be prepared for each student. An IEP is a document that spells out exactly what special education services the students will receive and why.
The IEP is made in consultation with the concerned teachers and the parents. Parental consent is sought for the execution of the IEP.

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11. Discipline

Positive Discipline is a program based on the work of Alfred Adler and Rudolf Dreikurs and designed to teach young people to become responsible, respectful and resourceful members of their communities. This approach uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. It teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults.

FIVE CRITERIA FOR POSITIVE DISCIPLINE

1. Is it kind and firm at the same time? (Respectful and encouraging)
2. Does it help children feel a sense of belonging and significance? (Connection)
3. Is it effective long-term? (Punishment works short term, but has negative long-term results.)
4. Does it teach valuable social and life skills for good character? (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
5. Does it invite children to discover how capable they are and to use their personal power in constructive ways?

The tools and concepts of Positive Discipline include:

- Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- Identifying the belief behind the behavior. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- Effective communication and problem solving skills.
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on solutions instead of punishment.
- Encouragement (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.
- Consistent efforts to reflect and act in accordance with the IB Learner Profile

<u>Discipline Measures:</u>

1. Warning 3 times.

2. Review and set expectations for appropriate behavior at first misdemeanor

3. Corrective measures in environment taken if required e.g. change of seat

4. Implementation of consequences along with counseling.

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