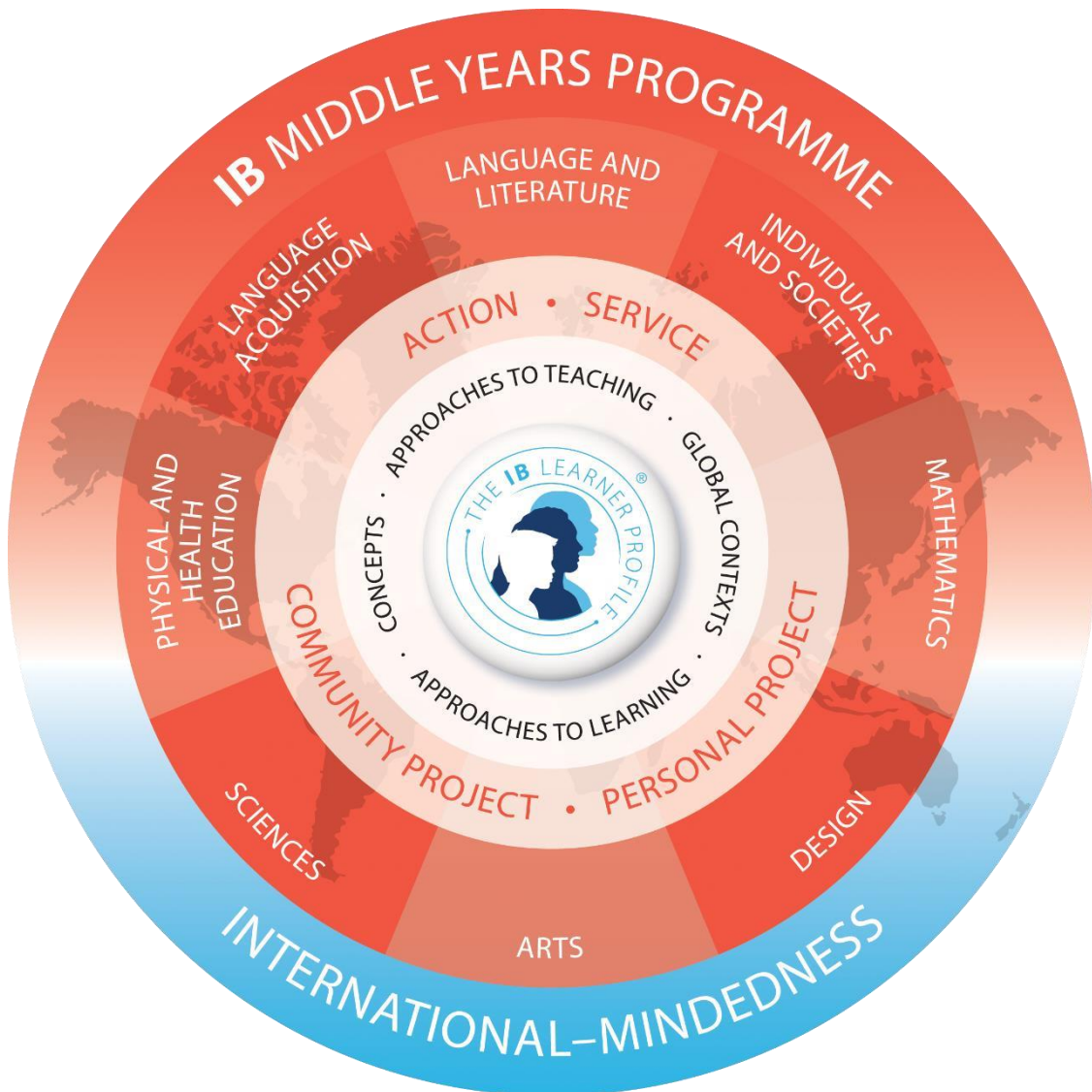# Middle Years Programme (MYP)

Guide for Students and Parents

2021-2022

Middle Years Programme Guide:

This handbook provides an introduction to the Middle Years Programme (MYP) at Collegiate International School for students in Grade 6-10.

Table of Contents

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Core Values
- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

Our Beliefs

- We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- We believe that the IB Learner Profile leads to the holistic development of students.

Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

Our Motto:

Creating Inspirational Successful global learners and leaders

What is the Middle Years Programme?

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The programme is dedicated to developing students personal understanding, their emerging sense of self and responsibility in their community. In addition, the unifying Approaches to Learning (ATL) provide the foundation for independent learning and encourage greater application of students' knowledge and skills in various contexts.

The MYP is a broad and balanced international curriculum, aiming to combine academic rigor with the need to equip students with skills and attitudes appropriate to the challenges and opportunities of contemporary society.

The MYP aims to develop students who are:
- Active learners
- Internationally minded
- Able to empathize with others
  - Have the intellect and skills to pursue lives of purpose and meaning

As part of the IB continuum, the MYP is designed to help students develop the characteristics of the **IB learner profile**.
- Develop their potential
- Explore their own learning preferences
- Take appropriate risks
- Reflect on, and develop, a strong sense of personal identity

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 IB Learner Profile

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

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

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

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

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

Balanced 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 learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Global Contexts

These focus on explorations of our common humanity and shared guardianship of the planet, reflecting on local, national and global communities, as well as real-life. For each MYP unit, teachers identify one global context that establishes a focus for meaningful teaching and learning. Over the course of their study, students encounter all six global contexts.

These are: Orientation in Time and Space, Personal and Cultural Expression, Fairness and Development, Scientific and Technical Innovation, Globalisation and sustainability and finally Identities and Relationships

Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. Related concepts and their definitions are specific to each MYP subject and teachers use these to develop MYP units.

Approaches to Learning

In the MYP, teachers identify ATL skills—general as well as subject-specific—that students will need to develop, through their engagement with the unit's learning experiences (including formative assessments), to meet the unit's objectives.

Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology.

MYP Projects

MYP projects are student-centred and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills:

Community Project – Compulsory for Grade 8 students

Personal Project – Compulsory for Grade 10 students

Service as Action

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's community, action, service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions. Students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. This offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become "actors" in the "real world" beyond school. Students meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their own inquiry into local expressions of global challenges (International Baccalaureate, 2014).

Assessment in the MYP

Introduction to Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process**.**

Purpose of Assessment

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- To diagnose learning problems and student needs.
- To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

Principles of Assessment

1. Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyze their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- Be reflective and partake in self and/or peer evaluation.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.

2. Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyze their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.

MYP Assessment

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

The MYP requires teachers to organize **continuous assessment**, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the programme.

The MYP offers a **criterion-related model of assessment**. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group.

How does MYP assessment work?

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- There are no formal externally set or externally marked examinations.
- In order to maintain world-wide standards CIS participates in external moderation of assessment in order to validate internal student assessment.
- Staff training and internal moderation ensures staff applies the criteria correctly.
- CIS also assesses individual student approaches to learning in a subject which is reflected in the school report.

  - Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

MYP Assessment Criteria

All subjects are assessed using four criteria:

Criterion A	**Maximum 8 marks**
Criterion B	**Maximum 8 marks**
Criterion C	**Maximum 8 marks**
Criterion D	**Maximum 8 marks**

- The IB gives objectives and assessment criteria for each subject area.

- Student achievement levels are based upon their meeting the criteria for that level.
- In order to maintain world-wide standards CIS participates in external moderation of assessment so as to validate internal student assessment. This quality control combined with staff training and internal moderation ensuring the correct application of the criteria.

The final achievement level is on a 1-7 scale. All subjects have the same level descriptors defined below:

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

Criterion Based Assessment

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. At the end of each semester teachers will report the attainment reached in all subject criteria at that time to parents, in the form of narrative reports. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

Assessment is therefore *formative* and *summative*. *Formative assessment* is an integral part of the learning experience and provides students with an opportunity to analyze their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks. *Summative assessment* is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

At the end of the five years of the MYP, each student receives final marks and grades. Results from external assessments will be released by the IBO in August.
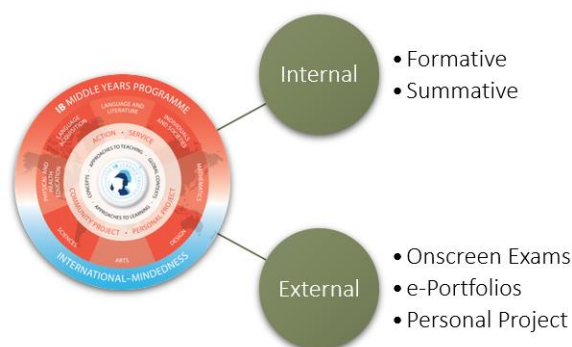
The "best–fit" approach

The "best-fit" approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best–fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Value of 0 (zero) in MYP criteria

- If a student has not submitted his/her assignment for assessment after being duly reminded by email to both student and parent, the student needs to be marked a 0 for the particular criterion being assessed. This policy is strictly enforced and ensures that students learn to be accountable for timely submission of assessment material. Teacher discretion can be applied for medical or extenuating circumstances.

- If a student has submitted work and is of poor quality, he/she can be marked a 0 for the particular criterion being assessed.

Please Note:

- No averages, percentages for achieving the final criterion mark.

- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.

- The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.

- The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for the external onscreen examination (please see information regarding External assessment below).

External Assessments

Student in Grade 10 (MYP Year 5) at CIS will be registered for eAssessments.

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project and external assessments (eAssessment).

The following illustration shows the format of eAssessment that students will undertake.
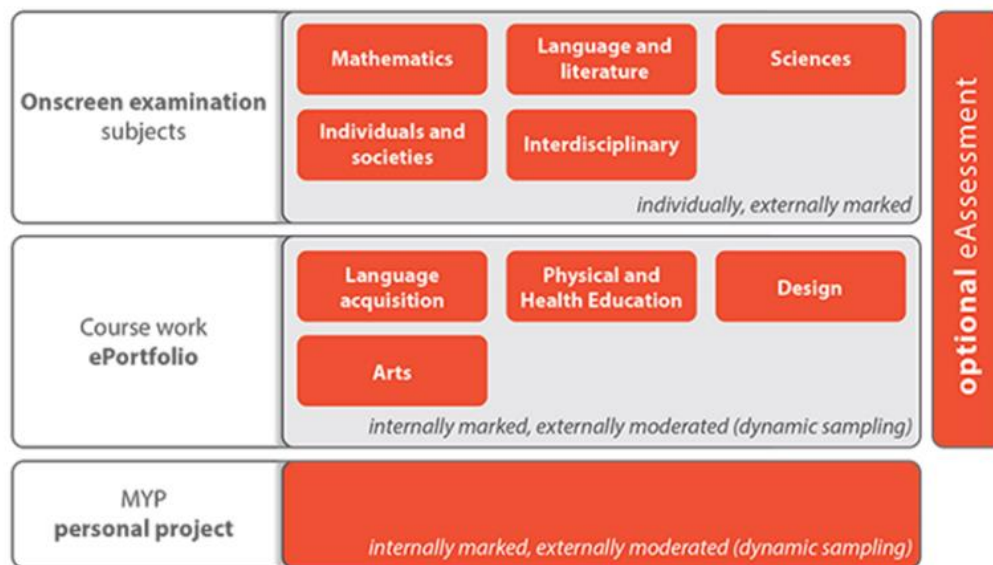
How eAssessment works
Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:
- ePortfolios of coursework, including a compulsory ePortfolio for the personal project
- On-screen examinations, with each exam lasting two hours

The following subject groups are proposed to be assessed at *CIS via ePortfolios:*

- **Arts, Design, PHE, Personal Project, and Language Acquisition**

A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IB: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardized by other teachers within CIS and then externally moderated.

The following subject groups are assessed at CIS via *on-screen examinations:*

- **English A, Arabic A, Math, Sciences, History & Geography and the Interdisciplinary Unit**

Each on-screen exam comprises of two or three tasks. One task is connected with, inspired by or derived from the chosen Global Context. This will be the same for all types of assessment for the session.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. The ATL skills developed in subject groups will prepare students to work more independently to develop the Personal Project over time.

It is introduced to students towards the end of Grade 9 and completed in February of Grade 10.

- Students decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.

- Students create proposals or criteria for their project, planning their time and materials, and record the development of the project.

- Students make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.

- Students evaluate the product/outcome and reflect on their project and their learning.

- Students will demonstrate how they met their project objectives through a presentation or a report at the end of the project.

For the personal project, students are expected to document their process in the process journal. In this way they demonstrate their working behaviours and academic honesty. The project is internally assessed by a teacher supervisor and standardized with other MYP teachers before submission to the IB for external moderation.

Converting IB MYP Grades to US Grade Point Average:

The conversion to MYP grade, Percentage and GPA will be done based on the following grid:

Criteria Total	MYP Final Grade	Percentage	GPA
32	7	100	4.0
31	7	97	3.9
30	7	94	3.8
29	7	91	3.6
28	7	88	3.5
27	6	84	3.4
26	6	81	3.3
25	6	78	3.1
24	6	75	3.0
23	5	72	2.9
22	5	69	2.8
21	5	66	2.6
20	5	63	2.5
19	5	59	2.4
18	4	56	2.3
17	4	53	2.1
16	4	50	2.0
15	4	47	1.9
14	3	44	1.8
13	3	41	1.6
12	3	38	1.5
11	3	34	1.4
10	3	31	1.3
9	2	28	1.1
8	2	25	1.0
7	2	22	0.9
6	2	19	0.8
5	1	16	0.6
4	1	13	0.5
3	1	9	0.4
2	1	6	0.3
1	1	3	0.1

MYP Reporting Cycle

There are four reporting points throughout the year at CIS as indicated below.

- **Progress 1: Sept-Nov 2021**

- **Semester 1: Nov-Feb 2022**

- **Progress 2: Feb -May 2022**

- **Semester 2: May-June 2022**

The Middle Year Programme report is meant to give an indication of the level of application of Approaches to Learning (ATL) skills. These skills are fundamental to the Middle Years Programme. Each of the skills highlights an area that contributes to successful learning outcomes. The table below indicates the meaning of the letters used within the ATL skills section of the report:

Level	Descriptor
AE	**Above Expectations**
ME	**Meeting Expectations**
BE	**Below Expectations**

The students also receive subject criterion marks and an MYP grade 1-7 for all their subjects. The nature of assessment in the MYP provides teachers with the opportunity to carry out assessment in a variety of ways. It is essential that students are given adequate opportunities to show clearly what they can achieve in relation to the objectives of each subject.

Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Among the different possibilities for internal assessment tasks are:

- project work
- class tests of a variety of types
- coursework
- group assignments
- oral work
- essays
- practical work
- demonstrations and reports
- examinations

In the report teachers also comment on the student's achievement level and how they can improve. Reporting cycles 1-3 are followed up with a Parent Teacher Conference to further discuss strengths and areas for development.

The Eight Subject Groups and General Requirements

The IB MYP consists of eight subject groups:

1. Language and literature
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. Arts
7. Design
8. Physical and health education

Ministry of Education Requirements

From grade 6 to Grade 12 it is compulsory for students who have Arabic nationalities and/or passports to take Arabic A. If students plan on going to a university in the UAE taking Arabic A is a necessary requirement to enter.

Islamic B is Islamic studies taught in English to non-Arabic Muslims. It is a compulsory subject by the MOE from grades 1 to 12 for all Muslim students. The subject depends mainly on ethical issues like obedience to parents, respect, family and domestic life, and stories of the Prophets.

Islamic A on the other hand is taught for the Arab Muslims. It has the same recommendations and Ministry of Education rules. It deepens the understanding of the pillars of Islam and the actions that perform an ideal Muslim society from both spiritual and practical perspectives. It has reciting of AYAT (verses) from the Holly Quran which is considered to be the main Islamic guide.

Language and Literature

English A- Language and Literature

Students are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. Some of the texts they access *are Life of Pi* by Yann Martel, *Things Fall Apart* by Chinua Achebe, *Romeo and Juliet* by William Shakespeare and 'The Outsiders' by SE Hinton. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

The MYP English A course is central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group— listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Student interaction with chosen texts generates insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

Aims

- 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 nonliterary 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 nonliterary texts.

Objective A: Analysing

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- Analyse the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

Objective B: Organisation

- Employ organizational structures that serve the context and intention
- Organize opinions and ideas in a sustained, coherent and logical manner
- Use referencing and formatting tools to create a presentation style suitable to the context and intention

Objective C: Producing text

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- Select relevant details and examples to develop ideas

Objective D: Using language

- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in a register and style that serve the context and intention
- Use correct grammar, syntax and punctuation
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- Use appropriate non-verbal communication techniques

Arabic A

اللغة العربية كلغة أولى : اللغة والأدب

معايير التقييم:

المعيار A: التحليل / العلامة : 8

يكون الطلاب قادرين على:

1. تحليل المحتوى والسياق واللغة، والهيكل، وتقنية وأسلوب النص أو النصوص والعلاقة بينها
2. تحليل اثار خيارات المؤلف على الجمهور
3. تبرير الآراء والأفكار، وذلك باستخدام الأمثلة والتفسيرات والمصطلحات
4. تقييم أوجه التشابه والاختلاف من خلال ربط الميزات عبر وداخل الأنواع والنصوص.

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل إلى أي مستوى من المستويات المشروحة أدناه
1-2	1. يوفر الحد الأدنى من تحديد أو تفسير المحتوى، السياق واللغة وبنية والتقنية والأسلوب، ولا يفسر العلاقات بين النصوص 2. يوفر الحد الأدنى من تحديد وشرح آثار خيارات المؤلف على جمهور 3. نادرا ما يبرر الآراء والأفكار مع أمثلة أو تفسيرات. استخدام المصطلحات ضئيل أو معدوم 4. يفسر بعض أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص.
3-4	1. يوفر تحليل كافي وشرح المحتوى والسياق واللغة والبنية والأسلوب والأناقة، وبعض التفسير للعلاقات بين النصوص . 2. يوفر تحليل وشرح كافي لآثار خيارات المؤلف على الجمهور. 3. يبرر الآراء والأفكار مع بعض الأمثلة والتفسيرات، رغم أن هذا قد لا تكون منسقة. يستخدم بعض المصطلحات. 4. يفسر بعض أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص.
5-6	1. يقدم تحديد كبير وشرح المحتوى والسياق واللغة والبنية والأسلوب والنمط، ويشرح العلاقات بين النصوص . 2. يقدم تحديد وشرح كبير لآثار خيارات المؤلف على جمهور . 3. يبرر بما فيه الكفاية الآراء والأفكار مع أمثلة وتوضيحات. يستخدم المصطلحات بدقة . 4. يفسر بكفاءة أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص .
7-8	1. يوفر بصورة مدركة تحديد وشرح المحتوى، السياق واللغة وبنية والتقنية والأسلوب، ويوضح العلاقات بين النصوص بدقة 2. يوفر بصورة مدركة تحديد وشرح آثار خيارات المؤلف على الجمهور 3. يعطي تبريرا مفصلا عن الآراء والأفكار مع مجموعة من الأمثلة، وتفسيرات وافية. يستخدم المصطلحات بشكل دقيق . 4. يقارن بصورة عالية من الكفاءة مع نقد أوجه التشابه و الاختلاف بين الأنواع و النصوص .

المعيار B: التنظيم/ العلامة : 8

يكون الطلاب قادرين على:

1. توظيف الهياكل التنظيمية التي تخدم السياق والقصد
2. تنظيم الآراء والأفكار بطريقة مستدامة ومتماسكة ومنطقية
3. استخدام المراجع وتهيئة الأدوات اللازمة لإنشاء نمط العرض المناسب للسياق والنية.

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل إلى أي مستوى من المستويات المشروحة ادناه
1-2	1. يستخدم الحد الأدنى من الهياكل التنظيمية على الرغم من أنها قد لا تخدم دائما السياق والقصد 2. ينظم الآراء والأفكار مع درجة أدنى من التماسك والمنطق 3. يستخدم الحد الأدنى من تصنيف وتنسيق أدوات لإنشاء نمط العرض التقديمي الذي قد لا يكون دائما

20

مناسباً للسياق والنية.	
1. يقوم باستخدام كاف من الهياكل التنظيمية التي تخدم السياق والقصد 2. ينظم الآراء والأفكار مع درجة من التماسك والمنطق 3. يقوم باستخدام كاف للمراجع وأدوات التهيئة لإنشاء نمط عرض متناسب مع السياق والنية.	3-4
1. يقوم باستخدام الهياكل التنظيمية المختصة التي تخدم السياق والقصد 2. ينظم الآراء والأفكار بطريقة متماسكة ومنطقية مع الأفكار مبنية على بعضها البعض 3. يقوم باستخدام كفء وواف للمراجع وأدوات التهيئة لإنشاء عرض مناسب للسياق والنية.	5-6
1. يقوم باستخدام الهياكل التنظيمية التي تخدم السياق ونية على نحو فعّال 2. ينظم الآراء والأفكار بطريقة مستدامة ومتماسكة ومنطقية مع بناء الأفكار على بعضها البعض بطريقة متطورة على نحو فعّال . 3. استخدام ممتاز للمراجع وأدوات التنسيق لخلق أسلوب عرض فعّال.	7-8

المعيار C: إنتاج النص / العلامة : 8

يكون الطلاب قادرين على:

1. إنتاج نصوص تظهر البصيرة والخيال والحساسية وتعكس بشكل حاسم وجهات النظر والأفكار الجديدة الناشئة عن المشاركة الشخصية في العملية الإبداعية .
2. جعل الخيارات الأسلوبية من حيث الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي وتأثير على جمهور .
3. تحديد التفاصيل والأمثلة ذات الصلة لتطوير الأفكار .

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل الى اي مستوى من المستويات المشروحة ادناه
1-2	1. ينتج نصوصا تدل على مشاركة شخصية محدود في العملية الإبداعية. يدل على درجة محدودة من البصيرة والخيال أو الحساسية و يظهر الحد الأدنى من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام الحد الادنى من الخيارات الأسلوبية و الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي محدود من التأثير على الجمهور . 3. يختار قليل من التفاصيل والأمثلة لتطوير الأفكار ذات الصلة.
3-4	1. ينتج نصوصا تدل على مشاركة شخصية كافية في العملية الإبداعية. يدل على درجة كافية من البصيرة والخيال أو الحساسية و يظهر الحد الأدنى من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام بعض الخيارات الأسلوبية و الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي كاف من التأثير على الجمهور 3. يختار بعض التفاصيل والأمثلة لتطوير الأفكار ذات الصلة.
5-6	1. ينتج نصوصا تدل على مشاركة شخصية كبيرة في العملية الإبداعية. يدل على درجة كبيرة من البصيرة والخيال أو الحساسية و يظهر كما كبيرا من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام خيارات أسلوبية و أدوات لغوية وأدبية وبصرية مدروسة، مما يدل على وعي تام من التأثير على الجمهور . 3. يختار تفاصيل وأمثلة كافية لتطوير الأفكار ذات الصلة.
7-8	1. ينتج النصوص التي تظهر درجة عالية من المشاركة الشخصية مع العملية الإبداعية. يدل على درجة كبيرة من البصيرة والخيال أو الحساسية و يظهر كما كبيرا من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام خيارات أسلوبية و أدوات لغوية وأدبية وبصرية مدروسة، مما يدل على وعي تام من التأثير على الجمهور . 3. يختار تفاصيل وأمثلة بدقة عالية لتطوير الأفكار ذات الصلة.

المعيار D: استخدام اللغة

يكون الطلاب قادرين على:

1. استخدام المفردات المناسبة والمتنوعة، وهياكل الحكم وأشكال التعبير .
2. الكتابة والتحدث بشكل مسجل وأسلوب أنيق يخدم السياق والنية .
3. الاستخدام الصحيح للقواعد وبناء الجملة وعلامات الترقيم .
4. توضيح (اللغة الابجدية) والكتابة (اللغة الشخصية) والنطق بدقة .
5. استخدام تقنيات الاتصال غير اللفظية المناسبة.

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل الى اي مستوى من المستويات المشروحة ادناه
2-1	1. يستخدم مجموعة محدودة من المفردات وأشكال التعبير المناسبة . 2. يكتب ويتحدث في سجل غير مناسب وأسلوب لا يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم بدقة محدودة؛ وهناك أخطاء غالبا ما تعيق التواصل 4. يتهجى/ يكتب ويلفظ بدقة محدودة؛ وهناك أخطاء غالبا ما تعيق التواصل . 5. هناك استخدام محدود و / أو غير مناسب لتقنيات الاتصال غير اللفظية.
4-3	1. يستخدم مجموعة كافية من المفردات والهياكل وأشكال التعبير المناسبة 2. أحيانا يكتب ويتحدث بأسلوب رسمي وأنيق بحيث يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم مع درجة قليلة من الدقة؛ لكن هناك أخطاء تعيق في بعض الأحيان التواصل . 4. يتهجى/ يكتب ويلفظ مع قدر قليل من الدقة؛ أخطاء تعيق في بعض الأحيان التواصل. 5. يقوم باستخدام بعض تقنيات الاتصالات غير اللفظية المناسبة.
6-5	1. يستخدم مجموعة متنوعة من المفردات والهياكل وأشكال التعبير بكفاءة . 2. يكتب ويتحدث بكفاءة بأسلوب رسمي وأنيق يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم مع درجة كبيرة من الدقة؛ لا توجد أخطاء تعيق التواصل الفعال 4. يتهجى/ يكتب ويلفظ مع درجة كبيرة من الدقة؛ لا توجد أخطاء تعيق التواصل الفعال . 5. هناك استخدام كاف من تقنيات الاتصال غير اللفظية المناسبة.
8-7	1. يستخدم مجموعة من المفردات والهياكل وأشكال التعبير المناسبة بشكل فعال . 2. يكتب ويتحدث بأسلوب مناسب باستمرار بطريقة تخدم السياق والقصد . 3. يستخدم النحو وبناء الجملة وعلامات الترقيم بدرجة عالية من الدقة؛ أخطاء طفيفة والتواصل فعّال 4. يتهجى / يكتب ويلفظ مع درجة عالية من الدقة؛ أخطاء طفيفة والتواصل فعّال . 5. استخدام فعّال لتقنيات الاتصال غير اللفظية المناسبة.

Language Acquisition

Language B

The primary aim of language acquisition in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue.

At CIS we offer French and Spanish Language B. Both are taught from Grade 6-12 and students are encouraged to continue with the same language throughout the school.

Aims

Develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes

- Enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication.
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning.
- Enable the student to recognize and use language as a vehicle of thought, reflection and 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 and enjoyment in language learning.

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

In order to meet the objectives, teachers will need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated; though in some instances teachers may wish to deal with them as discrete skills.

Objectives   A: Comprehending spoken and visual text

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

As appropriate to the phase, the student is expected to be able to:

- Listen for specific purposes and respond to show understanding
- Interpret visual text that is presented with spoken text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text

B: Comprehending written and visual text

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

As appropriate to the phase, the student is expected to be able to:

- Read for specific purposes and respond to show understanding
- Interpret visual text that is presented with written text

- Engage with the text by supporting opinion and personal response with evidence and examples from the text

C: Communicating in response to spoken, written and visual text

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

- Interact and communicate in various situations
- Express thoughts, feelings, ideas, opinions and information in spoken and written form
- Speak and write for specific purposes

D: Using language in spoken and written form

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

- Organize thoughts, feelings, ideas, opinions and information in spoken and written form
- Develop accuracy when speaking and writing in the target language
- Language Acquisition Assessment:

(The teacher must determine the single most appropriate level for each criterion)

Language B Assessment Policy

Language B students are assessed at the end of each unit of study for French and Spanish and at midunit for Spanish. Students will be assessed in Speaking, Reading Comprehension, Visual Interpretation and Writing. Assessments for each unit are available in the relevant folders on the Common folder. Final MYP grades must take into account the results of at least two end of unit assessments for each criteria. Subject assessment in Language Acquisition is by way of end of unit assessments in comprehending and interpreting visual texts, comprehending written and visual texts, communicating in response to spoken, written and visual texts, using language in spoken and written

form. Although written pieces done at home may be assessed against the MYP criteria, they will not contribute to the MYP grade.

Streaming Policy

- Where applicable and dependent on student numbers, students may be put into phase level groups depending on their ability.
- Students new to the school and the language B in MYP years 1-4 will be provided with a support pack and will be expected to attend the after-school support club.

Student Support in Language.

- Both French and Spanish support clubs will be provided to support students in languages. In some cases students who require catch up must attend. Students who are struggling will also be invited to attend.
- Peer Mentoring run by senior DP students will also help students in French and Spanish. Students will work in small groups based on their ability and are able to revise and work on areas that they find difficult.
- Students are encouraged to pursue extra-curricular opportunities to enhance their abilities in these languages such as enrolling in DELE (Diploma De Espanol Como Lengua Extranjera) and DELF (Diplôme d'études en langue français) diploma programmes in the area.   These programmes will help show a greater mastery of learning and proficiency in these areas.
- If you require further information regarding these opportunities, please speak to the Secondary Principal or your language teacher.

English as a Second Language - Support

The ESL programme is for students whose first language or 'mother tongue' is not English. It is offered for students in grades 6-10. ESL takes place when English A or Language B (other than Arabic B) is timetabled. The aims of the programme are to assist the student in acquiring the English skills needed to integrate fully into the social, academic and cultural life of the school.   Emphasis is placed on the development of the four skills of reading, writing, speaking and listening, through a wide variety of communicative activities. Wherever possible, activities are linked to subject area content, to enable students to learn the kind of language needed to participate effectively in their mainstream classes. Instruction is given in grammar, oral and written expression, reading comprehension, vocabulary building and pronunciation. The programme is needs based. The ESL teacher assesses the student's individual needs and structures the programme accordingly. Exit from the ESL programme can only occur at the end of a school term, and after consultation with the ESL teacher and subject teachers.

It is not possible to predict how long a student will need to remain in the ESL programme, as factors affecting the rate of progress are so varied.

Individuals and Societies

MYP Individuals and societies aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. 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. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole.

The learning and development associated with Individuals and societies contribute to students developing the qualities of the International Baccalaureate (IB) learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

Aims

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

• Appreciate the range of human and environmental commonalities and diversities.

• Understand the interactions and interdependence of individuals, societies and environments in different contexts.

• Understand how both environmental and human systems operate and evolve over time.

• Identify and develop a concern for human and environmental well-being.

• Act upon opportunities to be a responsible global citizen.

• Develop effective inquiry skills to achieve conceptual understanding in humanities.

The objectives of the course are taught initially through the disciplines of History and Geography, with the incorporation of Business Studies and Economics in the last two years of MYP.

Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. These objectives relate directly to the assessment criteria found in the "Assessment criteria" sections. Each objective is elaborated by several bullet-pointed strands. All strands in each objective should be

met in each year of the programme, at the appropriate level. Interim objectives are provided for MYP years 3 and 1 in the subject guide.

A: Knowing and understanding

Knowledge and understanding is fundamental to studying humanities and forms the base from which to explore concepts and develop skills. Knowledge is both factual and conceptual and provides the foundation for thinking critically.

At the end of the course, the student should be able to:

- Use a wide range of terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B: Investigating

The development of investigative skills is an integral part of the inquiry cycle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group.

Students should be able to demonstrate investigative skills throughout the course to an increasing level of sophistication. The focus is placed on acquiring systematic research skills and processes associated with the craft of each individuals and societies discipline.

As part of or during this process, students might reappraise methods and/or research question(s) and make recommendations for improving the process and act on these where appropriate. This will be part of the formative assessment process and is not explicitly referred to in the objective strands below.

Activities that allow students to develop investigative skills include, but are not limited to: research essays, fieldwork investigations, web quests, problem-solving tasks, role plays and group investigations.

At the end of the course, the student should be able to:

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question use methods accurately to collect and record appropriate, varied and relevant information ☐ Evaluate the process and results of the investigation

C: Communicating

Students should be able to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint presentations, podcasts, animations and videos. Students should be able to demonstrate communication throughout the humanities course to an increasing level of sophistication.

At the end of the course, the student should be able to:

- Communicate information and ideas effectively using an appropriate style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format document sources of information using a recognized convention.

D: Thinking critically

The ability to think critically is vital in developing a deeper understanding of the subject and its concepts. The objective strands highlighted in "Thinking critically" build on the knowledge-base of the humanities disciplines and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the course to an increasing level of sophistication.

At the end of the course, the student should be able to:

- Discuss concepts, events, models, visual representation and theories
- Analyse and evaluate a range of sources in terms of origin and purpose
- Recognise values and limitations interpret different perspectives and their implications
- Synthesize information in order to make valid, well-supported arguments

Sciences

Critical thinking and inquiry-based hands on learning is at the heart of our science programme at CIS. Students learn through the discipline of science and the scientific method to analyse, evaluate and develop into critical thinkers. Students are able to increase their learning through independent investigations and experimentation. Through the learning of science, students are able to develop an understanding of scientific language; they can use this language to demonstrate their knowledge and understanding of science. Science and technology have become an integral part of our daily lives and it is advances in these fields that change our world. Students are encouraged to relate their scientific knowledge to everyday life and to observe both the relevance of science within in our world and to provide them with the knowledge and skills to make informed decisions.

Aims

The aims of the teaching and study of Science are to encourage and enable students to:

- Acquire scientific understanding and become curious towards science and its methods of inquiry.
- Develop the process of the scientific method, to design, carry out and evaluate scientific investigations.
- Develop inquiring minds that ask questions, think critically and can solve problems.
- Evaluate scientific information by making informed decisions bases on scientific knowledge.
- Appreciate an awareness of the ethical, moral social and environmental implications of science in our world.
- Imbed the key components of the Learner Profile within each lesson, with an emphasis on applicable TOK and CAS concepts.
- Create more experiences and opportunities in the classroom that allow students to be genuine inquirers.
- Create more opportunities to discuss the ethical issues that arise in the subject(s) we teach.
- Model empathy, compassion and respect for others in our classrooms and around the school?

Objectives

A. Knowing and Understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. Assessment of this objective must be done using tests or exams. To reach the highest-level students must   make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with "scientific claims" presented in media articles, or the results and conclusions from experiments carried out by others or any question that challenges students to analyse and examine the information and allow them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

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

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyse and evaluate information to make scientifically supported judgments.

B. Inquiring and Designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has

several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

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

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

C. Processing and Evaluating

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

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

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

D. Reflecting on the Impacts of Science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

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

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- Apply scientific language effectively
- Document the work of others and sources of information used.

Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Mathematics provides the foundation for the study of sciences, engineering and technology. However, it is also evident in the arts and is increasingly important in economics, the social sciences and the structure of language. Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These are skills that are useful in a wide range of arenas. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general.

Aims

The aims of MYP mathematics are to encourage and enable students to:
- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power.
- Develop an understanding of the principles and nature of mathematics.
- Communicate clearly and confidently in a variety of contexts.
- Develop logical, critical and creative thinking.
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving.
- Develop powers of generalization and abstraction.
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments.
- Appreciate how developments in technology and mathematics have influenced each other.
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics.
- Appreciate the international dimension in mathematics and its multicultural and international perspectives.
- Develop the knowledge, skills and attitudes necessary to pursue further studies in math.
- Develop the ability to reflect critically upon their own work and the work of others.

A. Knowing and understanding

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

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

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

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in a variety of contexts.

B. Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risktakers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning. A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation. For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

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

- Select and apply mathematical problem-solving techniques to discover complex patterns
- Describe patterns as general rules consistent with findings
- Prove, or verify and justify, general rules.

C. Communicating

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

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

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- Use appropriate forms of mathematical representation to present information
- Move between different forms of mathematical representation
- Communicate complete, coherent and concise mathematical lines of reasoning
- Organize information using a logical structure.

D. Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into

real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

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

- Identify relevant elements of authentic real-life situations
- Select appropriate mathematical strategies when solving authentic real-life situations
- Apply the selected mathematical strategies successfully to reach a solution
- Justify the degree of accuracy of a solution justify whether a solution makes sense in the context of the authentic real-life.

The Arts: Visual Art, Drama, Music, Media Studies

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

Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

Subject groups must address all strands of all four objectives at least twice in each year of the MYP. The objectives of the individual assessment criteria are:

A. Knowledge and Understanding

- Demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- Demonstrate an understanding of the role of the art form in context
- Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B. Developing Skills

- Demonstrate the acquisition and development of the skills and techniques of the art form studied
- Demonstrate the application of skills and techniques to create, perform and/or present art

C. Thinking Creatively.

- Develop a feasible, clear, imaginative and coherent artistic intention
- Demonstrate a range and depth of creative thinking behaviours
- Demonstrate the exploration of ideas to shape artistic intention to a point of realization

D. Responding

- Construct meaning and transfer learning to new settings
- Create an artistic response which intends to reflect or influence the world around them
- Critique the artwork of self and other

Design

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems. The holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

Technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real life challenges.

The Design course intends to:

- Challenge all students to apply practical and creative thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students' awareness of their responsibilities as world citizens when making decisions and acting on technology issues.

Aims

- Develop an appreciation of the significance of technology for life, society and the environment.
- Use knowledge, skills and techniques to create products/solutions of appropriate quality.
- Develop problem solving, critical and creative thinking skills through the application of the design cycle.
- Develop respect for others' viewpoints and appreciate alternative solutions to problems.
- Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

We offer two courses in Design: Digital Design and Product Design

Objectives

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The technology design cycle consists of four major stages and these relate to the objectives of the course through the secondary school.

A. Inquiring and Analysing

Students are presented with a design situation; from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to:

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyse a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

B. Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C. Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to:

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either: a. in electronic form, or through photographs of the solution from different angles, showing details

D. Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to:

- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

Physical and Health Education

The main objective of any Physical Education Department is to allow each pupil/student the opportunity to attain, through practical activities, the maximum of his/her individual capabilities by participating in a number of challenging and worthwhile sports experiences. Aim of physical education, like general education, is to develop human personality in well planned activity programs. The development of the physical, mental, social, emotional and moral aspects as the student will be addressed. Additionally, physical education involves making an individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

Aims:

- To promote Physical Education as a meaningful learning experience.
- To encourage the individual to strive and work towards their own targets in all aspects of Physical education.

- To encourage individual pupils to participate in a range of physical activities or sports.
- To encourage a greater awareness of the body and its abilities, limitations and mechanisms.
- To encourage enjoyment and self-satisfaction.
- To encourage pupils/students to participate at their own level and own pace.
- To promote sportsmanship and fair play.
- To encourage long-lasting participation in physical activity.
- To ensure that each and every individual has the opportunity to develop their skills.
- To provide and develop information and experiences relevant to the career provisions available in physical education, recreation and leisure industries.

Objectives

The three objectives of physical education are:

- *The objective of physical fitness* - It refers to that state where an individual has developed great endurance, speed, strength etc. Physical fitness is essential to leading a happy, vigorous and abundant life.
- *The objective of social efficiency* - Physical education activities provides ample opportunities to develop traits such as cooperation, respect to others, loyalty, sportsmanship, self-confidence etc. All these qualities help a person to make him a good citizen.
- *The objective of culture* - This aims at developing an understanding and appreciation of one's own local environment as well as the environment which is world-wide in scope. By participation in various physical education activities such as dance, sports and games, a person fully understand the history, culture, tradition, religious practices etc. and the aesthetic values associated with these activities.

Assessment

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;

- How often they participate in the classes
- How they increase the level of their basic skills
- How they interact with other members in the group
- How they analyze their own performances
- How they apply the skills that they learn in class into a competitive situation
- How they prepare themselves and their resources for each class
- How they reflect on their lessons and performances

A. Knowledge and Understanding

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

B. Planning for performance

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

C. Performance

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

D. Social skills and personal engagement

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

Tasks are designed to allow the assessment of different objectives against the criteria.

CIS Home Learning Policy

Learning at home is an essential part of good education. Home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes. In addition, it supports the development of independent learning skills, including the habits of enquiry and investigation. Home learning should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in the classroom. Home learning should be an extension of learning in the classroom.

The home learning policy at CIS is based on the following principles:

- Home learning tasks are to be structured and their purpose explained to students;
- Consistency in practices within year groups;
- Homework to be given as per a regular schedule which is communicated to students and parents at the start of each year;
- Homework should be marked in a timely manner;
- Students should receive constructive feedback in order to help them improve.

The purpose of homework is to:

- Reinforce learning through further practice and application of material;
- Enrich learning through independent study, individual research and experimentation.
- Train students in planning and organizing their time;
- Encourage self-discipline and responsibility for learning;
- Provide evidence for assessment of students' progress and mastery of work;
- Provide evidence for evaluation of teaching;
- Enable students to complete assignments;
- Preview new units of study;
- Provide parents with information and opportunities for support and home-school communication.

The type of homework set will vary, depending on the year level, the nature of the subject and the class, work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments which suit their abilities, whilst the needs of the less able should be met by assignments set at an appropriate level.

CIS Academic Honesty Policy - MYP

The IB Learner Profile is embedded in CIS's daily life. CIS students are:

- Inquirers – acquire the skills necessary to conduct inquiry and research
- Knowledgeable – explore concepts, ideas and issues;
- Principled – act with integrity and honesty; take responsibility for their own action;
- Open-minded – accustomed to seeking and evaluating a range of points of view;
- Risk takers –brave and articulate in defending their beliefs.

These qualities when applied to learning and student work will establish skills and behavior which support academic honesty.

Academic Honesty is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment.

All students are made to understand the basic meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations. Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal.

All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used they must be fully and properly acknowledged.

Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

Malpractice includes:

1. **Plagiarism:** representing ideas or words of another person as one's own;
2. **Collusion**: supporting malpractice by another student;
3. **Duplication of work**: presentation for the same work different assessment components;
4. **Any behavior** that gains an unfair advantage for the student or disadvantages another student.

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. For Grade 10 students, all ePortfolio and Personal Project work must be signed & declared to the IB, to be the authentic and sole work of the student.

Teachers are expected to detect plagiarism and support the school's & IB policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

The following constitute malpractice during examinations:

- During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.

- All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.

- If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.

- No candidate is permitted to borrow anything from another candidate during an examination.

- A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned

- No candidate is permitted to access external content during an eAssessment which may aid them in their examination. Regardless of the degree of cheating or if the information is used or not, if there was intent to cheat then this will be dealt with by the MYP Coordinator and School Principal.

<div align="center">

Academic Honesty policy statement

</div>

At CIS we place a high value on honesty and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy should be read and signed by the parent.

Expectations are outlined as follows:

Grades 6-8

The academically honest student:

DOES

- Acknowledge help from parents, older students and friends;
- Acknowledge the source of direct quotations;
- Acknowledge information taken from books, CD-ROMs and the Internet;
- Acknowledges reference materials in a bibliography;

- Knows what constitutes cheating and abides by the rules;

- Follow all exam rules.

DOES NOT

- Use notes during a test unless allowed by a teacher;
- Copy from another student during a test;
- Copy from the homework of another student;
- Hand in work as his/her own that has been copied;
- Do homework for another student;
- Give another student his/her own work to copy.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

- Use of the Library and Internet;
- Basic note taking skills;
- Simple paraphrasing and adaptation of source material;
- Ways to acknowledge informally in writing and speech;
- Relevant use of direct quotations and citations;
- Simple ways to acknowledge information derived from electronic sources;
- Writing bibliography/references;
- What constitutes cheating.

Grades 9 – 10

The academically honest student:

DOES

- Keep and maintain accurate, personal course notes;
- Understand and abides by the school's rules concerning cheating;
- Acknowledge, in a specific manner, help from another person;
- Ask beforehand what kind of external help is permissible;
- Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet;
- Follow all exam rules.

DOES NOT

- Copy work of another student;
- Give another student his/her work to copy;
- Do the homework of another student;
- Submit work done by another student, a parent, a friend or a private tutor;
- Use notes during a test unless allowed to by the teacher or the examination rules.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

- Techniques for acknowledging direct quotation with an in-text citation;
- Skills of paraphrasing;
- Techniques for acknowledging paraphrasing and the use of in-text citations;
- Considering bias in reference materials;
- Evaluation of sources, text and internet sites;
- Techniques for using translated material;
- Formal skills for acknowledging source material.

Consequences of Academic Dishonesty

• Work that is deemed to be academically dishonest will not be accepted; however, the student may be allowed one opportunity to resubmit at the discretion of the teacher, after receiving feedback and within the timeline for the assignment. If a zero is awarded in the case of students who are not allowed to resubmit the work, this is likely to have a seriously detrimental effect on a semester grade.

• Plagiarism or instances of academic dishonesty during an examination session and/or ePortfolio task, and/or Personal Project may result in a 0 grade for that task. Depending on the circumstances students may be suspended from the school, any student who breaches our school academic policy will receive an appropriate detention and a discussion on the reflection and lesson learned from the incident.

• A letter will be sent from the Dean of Student copied to the relevant coordinator and be retained on the student's file. In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with.

• The student's name and details of the assessment will be recorded on a central whole school spreadsheet.

• In the event of a further instance of academic malpractice, the assignment will not be awarded any level for the relevant criterion/criteria. In addition, parents will be requested to attend a meeting with the Dean of Students and relevant coordinator to discuss the matter.

• If there are incidents of Academic Dishonesty in grade 10, this places the student MYP Certificate at risk and the MYP Coordinator may have to inform the IB of any such instances.

• Subsequent instances of academic dishonesty will put at risk the student's place in the school.

Investigating cases of suspected academic misconduct (Taken from Article 21, IBO. (2014). General regulations: Middle Years Programme (First Assessment 2016). Geneva: International Baccalaureate Organisation, pp 12-13).

21.1   If questions arise about the authenticity of a candidate's personal project or e-Portfolio before submission for assessment (or moderation), the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment (or moderation), the school's MYP coordinator must inform the IB Organization as soon as possible. For the personal project and ePortfolios that are internally assessed, "submission" refers to the deadline by which teachers' grades must be submitted to the IB Organization.

21.2   When a school, an examiner/moderator or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the assessment(s) concerned.

21.3   If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct.

21.4   Candidates suspected of academic misconduct must be invited, through the school's MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5   The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will comprise IB staff, school representatives, MYP principal examiners, or any combination of these persons.

21.6   Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic

misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the subcommittee, be commensurate with the severity of the misconduct.

21.8 If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the assessment(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

21.9 If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no MYP Certificate will be awarded to the candidate. MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an MYP Certificate Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the MYP Certificate, no further IB examination sessions will be permitted.

21.10 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.11 If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the assessment(s) concerned may be withdrawn from the candidate. In the case of an MYP Certificate Candidate, the withdrawal of a grade for an assessment (or withdrawal of completion of community service) will also result in the withdrawal of their MYP Certificate.

Promotion Policy in MYP (Grades 6-8)

- Initial concerns will be raised based on the Progress Report in November.
- Parent/Student and Teacher consultations will be held with a view to supporting the student in weak areas. In general, students are expected to achieve a minimum of grade 4 in all subjects in the year-end report in order to able to cope with the demands of the following year.
- As per MOE requirements, all students are required to pass Arabic and Islamic Studies in order to be promoted; students who do not pass will be required to re-sit the exam before school closes for the summer in order to improve their grade.
- If all the assessment components of a subject are not completed, no grade will be awarded – N/A.
- Those not meeting the above requirements will be required to fulfill certain conditions as deemed appropriate by the school in order to be promoted to the next year level.
- Attendance requirements as stipulated by the MOE will have to be met in order to be promoted to the next year level.
- All promotion decisions are subject to the discretion of the Senior Leadership Team.
- Personalized discussions will be held with all students in grade 8 prior to choosing the appropriate IBMYP assessment route or the US Diploma pathway.

Promotion Policy to DP (Grade 10 to 11)

- Initial concerns will be raised based on the Progress Report in November.
- Parent/Student and Teacher consultations may be held with a view to supporting the student in improving on his/her first semester results.
- If all the assessment components of a subject are not completed, no grade will be awarded – N/A.
- As per MOE requirements, all students are required to pass Arabic and Islamic Studies in order to be promoted, students who do not pass will be required to re-sit the exam before school closes for the summer.
- Attendance requirements as stipulated by the MOE will have to be met in order to be promoted to the next year level.

The final MYP grades will determine the student's suitability to Diploma/Diploma Courses as per DP selection criteria.

Criteria for DP selection*

- Students who wish to take their mother tongue as their Language A – Literature at SL option, will have to take a test to determine that the speaking, writing and literary analysis skills are appropriate to meet the requirements of the DP course.

- As a general rule, students must achieve a grade 5 in subjects they wish to take as HL options in the DP.

- Students should achieve at least a level 4 in subjects they wish to take as SL options.

- Entry into Language B or Language Ab initio will be in consultation with the Languages Department.

- Students should achieve at least a level 4 the MYP Personal Project in preparation for the Extended Essay.

- If a student wishes to take a subject that he/she has not taken in Year 11, he/she must obtain prior approval from the Diploma Coordinator.

Criteria for Diploma Courses selection

- Students should meet the entry requirements for at least 5 subjects at HL or SL level, including English and Math.

- Students not obtaining a grade 4 in English can only take English B SL, provided that they obtain at least a level 3*.

- Students not obtaining a grade 4 in Math standard can only take Math Studies, provided they obtain at least a level 3.

*This does not apply to first language speakers.

Intercultural Awareness

The MYP encourages an international perspective by awakening in young people an interest in the cultures and attitudes of people with backgrounds different from their own; by making them aware of the fundamental, positive values of the common heritage of human beings; and by encouraging intercultural awareness. This is regarded as one of the most important emphases of MYP development.

At CIS we develop and reinforce this perspective through a range of structured activities, including:

- School Assemblies

- Home Room Program
- Classroom Activities
- Interdisciplinary Activities
- Co-curricular Activities Programme
- Community and Service Programme
- Special activities such as International Day, UAE Day and organised learning field trips.
- Enrichment activities such as theatre visits, math competitions, international debates

Who does this involve?

All stakeholders – students, teachers, parents, school administrators and the wider community. However, teachers are especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives. While teachers would expect to model appropriate behavior in a multi-cultural learning environment, we would hope that this is with the support and active encouragement of all members of the school community.

Bibliography

IBO. (2014). *Academic honesty in the IB educational context*. Geneva: International Baccalaureate Organisation.

IBO. (2014). *General regulations: Middle Years Programme (First Assessment 2016).* Geneva: International Baccalaureate Organisation

IBO. (2014). *MYP: From principles into practice.* Geneva: International Baccalaureate Organisation.

IBO. (2015). *Conduct in the MYP on-screen examinations: Notice to candidates.* Geneva: International Baccalaureate Organisation.

IBO. (2015). *MYP Sciences Guide*. Middle Years Proramme. Geneva: International Baccalaureate Organisation

IBO. (2016). *Guide to school authorization:* Middle Years Proramme. Geneva: International Baccalaureate Organisation

IBO. (2016). *MYP Projects Guide:* Middle Years Proramme. Geneva: International Baccalaureate Organisation