



International School of Tanganyika

Challenge | Support | Inspire



**International School of Tanganyika
Secondary School**

**International Baccalaureate
Middle Years Programme (MYP) Guide**

2019 -20



Dear Parents and Students,

I would like to welcome you to the 2019-2020 IB Middle Years Programme (MYP) course book. If you are considering joining IST for grades 6 to 10, reading this first is the best starting point.

The school has offered the MYP since 1998 and we find that it is an excellent preparation for course for the International Baccalaureate Diploma Programme (IB DP) which readies students for universities and colleges all over the world in a wide variety of subject areas. The MYP produces students with a broad academic base, enquiring minds and diverse social interests.

The MYP allows for the study of 8 subject groups – Arts, Design, Individuals & Society (Humanities/Social Studies), Language Acquisition (French, Spanish or Swahili), Language & Literature (English), Mathematics, Physical & Health Education and Science.

Yours faithfully,

Dharma Sears
IB MYP Coordinator
dsears@istafrica.com

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Why the International Baccalaureate Middle Years Programme?

We offer the IB MYP because we believe in the IB mission statement:

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

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

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

(MYP: From Principles into Practice, 2014, pg. vi)

Furthermore IST aims to develop in its students the qualities listed in the IB Learner Profile:

IB Learner Profile

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

As IB learners, we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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

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

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

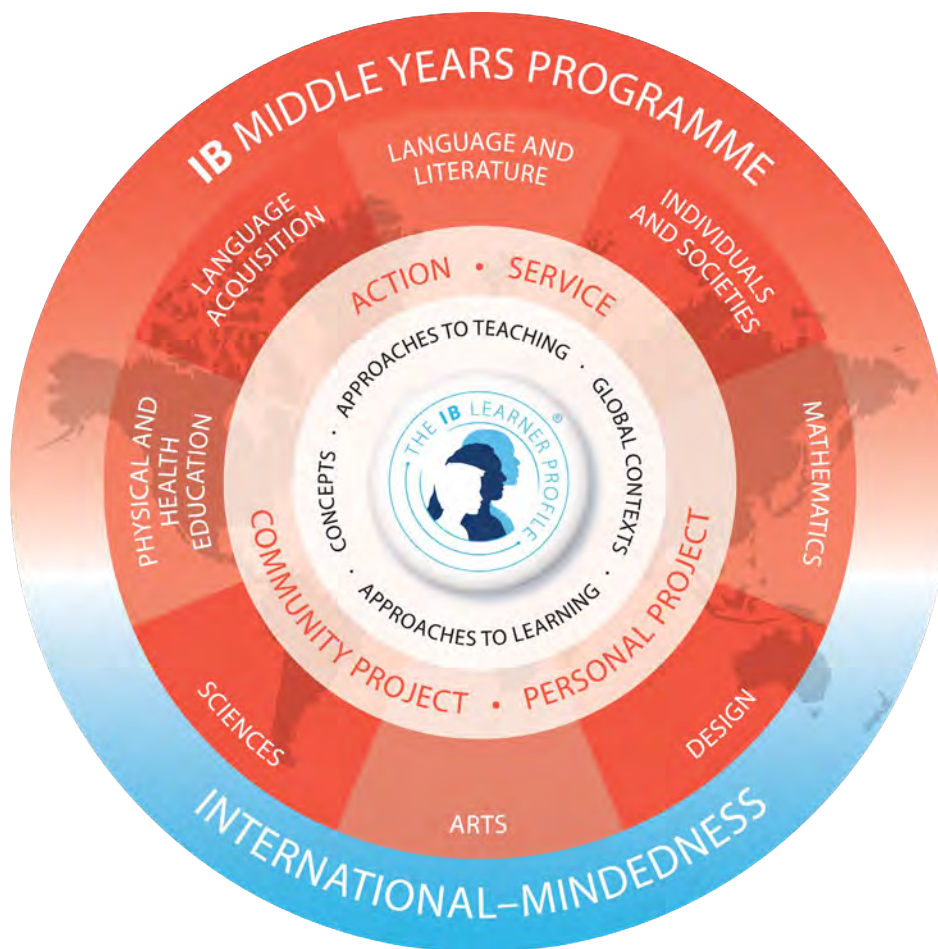
Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

At IST we believe in the breadth of the MYP, seen in the model below. The 8 subjects in the circle are explained in greater detail later on. Central to the programme are Approaches to Teaching and Learning - highlighting the IB's aim of pedagogical excellence and a desire to instil a passion of lifelong learning, Concepts - allow subjects to move beyond individual bits of content they allow the learner to connect learning across different subjects and content, Global Contexts - allow students to connect their learning to real-life which makes the curriculum more authentic. Action, Service - encourages students to think beyond themselves and participate in a service activity which helps either the direct IST community or those in Dar es Salaam, and the Personal Project, a piece of research and creation of a product on a topic of interest completed in grade 10. (IST does not do the Community Project as this is aimed at schools which do not do a 5 year MYP and therefore do not do the Personal Project.)



Teaching and Learning Philosophy at IST

Effective learning

Student learning is the highest priority at IST. The most effective learning happens in a context in which students feel understood, safe and confident. Teaching and learning at IST follows a constructivist approach, where students actively shape their understanding in interaction with teachers and peers.

Effective learning requires students to be engaged, motivated and inspired by their teachers, peers and environment, as well as intrinsically. Motivation increases when students have choice and control over their learning in authentic contexts. Students must master core skills and acquire substantive knowledge, which are necessary for the active, critical, and inquiry-based learning we value.

Students learn more effectively when teachers actively promote a growth mindset, purposefully fostering perseverance, practice and hard work in their students.

Challenge and support

IST believes that support and challenge maximise the potential of each individual student. All students are capable of making educational progress when they are appropriately supported and challenged. Therefore teachers at IST challenge students to continuously grow in their understanding and skills.

IST supports a diverse range of learning needs, as students come to us with various levels of readiness, learning support needs and interests. Working with diverse classmates enriches our students' education and prepares them for life.

It is vital that all students receive prompt, clear feedback about their performance, with a focus on how to improve. It is also essential that students have ongoing opportunities to communicate *their* experience of the teaching and learning process to their teachers.

International-mindedness

Teaching and learning at IST promote international-mindedness by aiming to develop students' sense of identity as global as well as national citizens. The curriculum contributes to this by stimulating students' curiosity about the world and commitment to solving its problems. Students benefit from working with classmates and teachers from diverse cultural backgrounds.

Curriculum

To implement this teaching and learning philosophy, IST follows IB curriculum programmes in the Elementary and Secondary years, as defined by the International Baccalaureate Organisation.

The curriculum is balanced and holistic, providing varied opportunities for students to learn and demonstrate their learning. It enables students to gain understanding and skills in ways that are disciplinary, trans-disciplinary and interdisciplinary. It encourages students to be reflective and to act upon their learning.

Transcripts

Many universities require schools to send transcripts of students' grades to them upon application. IST's transcripts include the Achievement grades for **Semester 1 and Semester 2** in Grades 9, 10, 11 and 12.

Academic Subjects

All students must study a range of eight subjects, if a student is assessed to need additional support then they will not study Language Acquisition instead they have a dedicated learning support class. In addition, if a student is phase 4 or below in English they will not study English Language and Literature instead they will have an additional English class.

Arts	Visual Arts - grade 6 to 10 Drama/Theatre - grade 6 to 10 Music - grade 6 to 10
Design	Digital Design - grade 6 to 10 Product Design - grade 9 to 10
Individuals and Societies (Integrated Humanities/Social Studies)	grades 6 to 10
Language Acquisition	English phase 1, 2, 3, 4 - grades 6 to 8 French phase 1, 2, 3, 4 - grades 6 to 10 Spanish phase 1, 2, 3, 4 - grades 6 to 10 Swahili phase 1, 2, 3, 4 - grades 6 to 10

Self-study advanced French or Spanish - grades
6 to 10

Language and Literature in English grades 6 to 10

Mathematics Standard Mathematics - grade 6 to 10
Extended Mathematics - grade 9 to 10

Physical & Health Education - grade 6 to 10

Sciences (Integrated Sciences) - grades 6 to 10

Support classes

Literacy Intervention Course (LIC) - grade 6 to 8

Mathematics Intervention Course (MIC) – grades 6 to 7

English as an Additional Language (EAL) - grade 6 to 10

Learning Support (LS) - grade 6 to 10

Non-Academic Subjects

Personal and Social Education (PSE) - grade 6 to 10

Taught by the high school counselors, this time is devoted to important personal and social topics. IST values the teaching of important life skills, and this is why we created a space for PSE in students' schedules. PSE is informative and preventative classroom guidance lessons for students in the MYP. Counselors teach students once every 2 weeks for 60-80 minutes.

Our mission at IST is Challenging, Inspiring and Supporting all our students to fulfil their potential and improve the world. As important as Academic Skills are for our children, the life skills they learn in PSE helps them be successful learners and healthy, caring, safe and pro-social human beings.

Action and Service - grade 6 to 10

Student in grades 6 to 8 must complete one semester of Action and Service. This takes place through ISTs Take Action Tuesday program. At the start of each semester students choose from a range of service activities.

Student in grades 9 and 10 must complete two semesters of Action and Service.

Personal Project - grade 10

Student in grades 10 must complete a personal project. The personal project is a student directed project which allows all students in grade 10 to extend their knowledge and understanding beyond the classroom. The personal project allows students to develop in an area of personal interest to themselves and take action. The personal project asks student to engage in both research and action. Time to complete the personal project takes place during extended homeroom and outside of school hours.

Number of hours of study per subject per year

Subject	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Arts	165	165	165	110	110
Design	55	55	55	110	110
Individuals & Society (I & S)	110	110	110	110	110
Language Acquisition	110	110	110	110	110
Language & Literature	110	110	110	110	110
Mathematics	110	110	110	110	110
Physical Health Education (PHE)	88	88	88	88	88
Sciences	110	110	110	110	110
Personal Social Education (PSE)	22	22	22	22	22

Support classes taken by students who meet a specific criteria (see detailed course descriptions)

Support classes	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Modified English Language & Literature (LIC)	110	110	110	N/A	N/A
Modified Mathematics (MIC)	110	110	N/A	N/A	N/A
English as an Additional Language	110	110	110	110	110
Learning Support	110	110	110	110	110

Arts

Arts Offered: Drama/Theatre, Music, Visual Art

Course description:

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

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

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

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

AIMS:

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

ASSESSMENT:

Criterion A - Knowing and understanding

Criterion B - Developing skills

Criterion C - Thinking creatively

Criterion D - Responding

OTHER INFORMATION:

Students in grades 6 to 8 take one semester of each of the three arts options every year.

At the end of grade 8 students must choose one of the three art options they would like to study for grades 9 and 10. This focus on a single art subject allows students to go into greater depth in that one art and builds the necessary content required for the IB Diploma for that specific art subject.

Design

Design Offered: Digital Design, Product Design

Course description:

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

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

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

AIMS:

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

ASSESSMENT:

Criterion A - Inquiring and analysing

Criterion B - Developing ideas

Criterion C - Creating the solution

Criterion D - Evaluating

OTHER INFORMATION:

Students in grades 6 to 8 take one semester of Digital Design every year.

In grade 9 students take one semester of Digital Design and one semester of Product Design.

At the end of grade 9 students must choose one of the two design options they would like to study for grade 10. This focus on a design subject allows students to go into greater depth in that one design subject and builds the necessary content required for the IB Diploma for that specific design subject.

Individuals & Society (I & S)

Integrated Humanities course with units from: Economics, Geography, History, Psychology

Course description:

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

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

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

AIMS:

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

ASSESSMENT:

Criterion A - Knowing and understanding

Criterion B – Investigating

Criterion C – Communicating

Criterion D - Thinking critically

OTHER INFORMATION:

In this course students will go off campus to collect data and to do research e.g. local beach, museums, etc.

LANGUAGE & LITERATURE

Languages Offered: English

Course description:

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

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

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

AIMS:

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

ASSESSMENT:

Criterion A - Analysing

Criterion B - Organizing

Criterion C - Producing text

Criterion D - Using language

In grade 10 students will complete the **IB external eAssessment** in this course. This is a 2 hour online exam assessed by the International Baccalaureate.

OTHER INFORMATION:

New students to IST need to complete a English language test so they can be put into the most appropriate English course. A student achieving phase 4 or below will be provided with additional English language support and for students entering into grades 6, 7 or 8 will be placed in an English Language Acquisition class until they pass phase 4 English. See course descriptions below.

LANGUAGE ACQUISITION

Languages Offered: English, French, Spanish, Swahili

Level: Phase 1, 2, 3, 4

Course description:

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

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

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

AIMS:

1. gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
2. develop a respect for, and understanding of, diverse linguistic and cultural heritages
3. develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
4. develop multiliteracy skills through the use of a range of learning tools
5. 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
6. recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
7. understand the nature of language and the process of language learning
8. gain insight into the cultural characteristics of the communities where the language is spoken
9. gain an awareness and understanding of the perspectives of people from own and other cultures
10. develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

ASSESSMENT:

Criterion A - Comprehending spoken and visual text

Criterion B - Comprehending written and visual text

Criterion C - Communicating in response to spoken, written and visual text

Criterion D - Using language in spoken and written form

OTHER INFORMATION:

New students to IST and students exiting English Language Acquisition will take a placement test for the language chosen so they can be put into the most appropriate phase level.

A student is required to take English Language Acquisition if their English language level is phase 4 or below. A student taking English Language Acquisition cannot take French, Spanish or Swahili, instead will have extra English language (EAL) support class during this period (see EAL course description).

A student with learning support requirements cannot take French, Spanish or Swahili, instead will have extra learning support (LS) class during this period to help with their work in other subjects (see page 24, LS course description).

LANGUAGE ACQUISITION - SELF-TAUGHT LANGUAGES

Phase 5, 6 and literature

INFORMATION:

New students to IST and students exiting English Language Acquisition, if they have a language proficiency at phase 5 or above they cannot take a taught course in Language Acquisition at IST. If a student wants to take French and Spanish and they are at phase 5 or above we offer parents the opportunity to hire a tutor of their choosing and to follow a curriculum of their choosing. IST will provide a classroom where the tutor and student can meet, this lesson with the tutor will take place during timetabled Language Acquisition class. If a student chooses to take this subject option an MYP grade will not be given for this class, but a credit towards graduation will be provided for completing this class.

MATHEMATICS

Mathematics Offered: Supported Standard, Standard, Extended

Course description:

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

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

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. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations

AIMS:

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

ASSESSMENT:

Criterion A - Knowing and understanding

Criterion B - Investigating patterns

Criterion C - Communicating

Criterion D - Applying mathematics in real-life contexts

In grade 10 students will complete the **IB external eAssessment** in this course. This is a 2 hour online exam assessed by the International Baccalaureate.

OTHER INFORMATION:

Students in grades 6 to 8 take Standard Mathematics.

At the end of grade 8 students must choose one of three mathematics options they would like to study for grades 9 and 10. Supported Standard Mathematics follows 80% of the Standard Mathematics course and prepares students for IB DP Mathematics Applications & Interpretation at Standard Level. Standard Mathematics prepares students for IB DP Mathematics Applications & Interpretation at Higher Level and IB DP Mathematics Analysis & Approaches Standard Level. Extended Mathematics prepares students for IB DP Mathematics Analysis & Approaches at Higher Level.

PHYSICAL & HEALTH EDUCATION (PHE)

Course description:

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

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

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

AIMS:

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

ASSESSMENT:

Criterion A - Knowing and understanding

Criterion B - Planning for performance

Criterion C - Applying and performing

Criterion D - Reflecting and improving performance

OTHER INFORMATION:

This subject has one less period every 10 day cycle as this period is used to teach the Personal and Social Education curriculum.

SCIENCES

Integrated Sciences course with units from: Biology, Chemistry, Environmental Systems, Physics

Course description:

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

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

AIMS:

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

ASSESSMENT:

Criterion A - Knowing and understanding

Criterion B - Inquiring and designing

Criterion C - Processing and evaluating

Criterion D - Reflecting on the impacts of science

OTHER INFORMATION:

Students are expected to undertake experiments using chemicals, bunsen burner, electricity. It is therefore imperative that students understand and follow rules for health and safety in a science lab.

INTERDISCIPLINARY LEARNING

Interdisciplinary learning takes place with units in: Arts, Design, English Language & Literature, Individuals & Society, Mathematics, Sciences

Course description:

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

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

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

AIMS:

1. develop a deeper understanding of learning skills and apply them in meaningful contexts
2. integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
3. inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
4. reflect on and communicate understanding of the interdisciplinary learning process
5. experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

ASSESSMENT:

Criterion A - Disciplinary grounding

Criterion B - Synthesizing

Criterion C - Communicating

Criterion D - Reflecting

OTHER INFORMATION:

Students in every year at IST complete at least one Interdisciplinary Unit (IDU).

The IDUs for grades 6 to 10 are stated below with the subjects that they relate to.

Grade 6 - English Language & Literature, Individuals & Society

Grade 7 - Design, Science

Grade 8 - English Language & Literature, Mathematics

Grade 9 - English Language & Literature, Individuals & Society

Grade 10 - Arts, Individuals & Society

PERSONAL PROJECT

Personal project takes place in: Extended Homeroom and outside of school hours

Course description:

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

The personal project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Students who finish the MYP in year 3 or 4 must complete the MYP community project. MYP year 5 students must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. Students participating in MYP years 3, 4 and 5 may engage in both projects.

AIMS:

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

COMPONENTS:

1. Process Journal - Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work. Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the project.
2. Product or outcome - Students create a product or outcome based on a criteria of their own design. This product or outcome must be challenging for the student.
3. Report - Students write a written report of 1,500-3,500 words explaining they have done and learned. The report contains a formal bibliography and a statement of academic honesty.

ASSESSMENT:

Criterion A - Investigating

Criterion B - Planning

Criterion C - Taking Action

Criterion D - Reflecting

OTHER INFORMATION:

Students showcase their personal projects in February/March in an exhibition. During this day students are off timetable for one day. They spend the day explaining their projects to community members e.g. grade 5 (elementary students), parents, teachers, etc. Students are each provided with a personal project supervising teacher which meets with them a minimum of 3 times during the life of the project which is completed in 6 months.

Support Classes

MODIFIED ENGLISH LANGUAGE AND LITERATURE - LITERACY INTERVENTION

Grade 6 to 8

Course description:

Literacy Intervention (LI) is an English literacy course offered as part of a modified curriculum. It is designed to meet the needs of students whose literacy skills are 3+ years beyond their peer group. LI is a year long literacy intervention which will take place in a small group setting consisting of students from grade 6 - 8. The course focus is to further develop basic reading and writing skills. Basic reading skills include: decoding, fluency, vocabulary and comprehension; while basic writing skills include: encoding, sentence fluency, conventions and organization.

Criteria for Selection:

- Diagnosed learning difference
- Specific cognitive profile (processing, working memory, etc.)
- 3+ years below current academic functioning, specifically literacy (IST Reading and Writing Continuum)
- Quantitative and qualitative data from Support Services teachers
- Work samples - specifically writing
- Standardized testing results (25% or less)

MODIFIED MATHEMATICS - MATHEMATICS INTERVENTION

Grade 6 to 7

Course description:

Mathematics Intervention (MI) course offered as part of a modified curriculum. It is designed to meet the needs of students whose numeracy skills are 3+ years beyond their peer group. Numeracy intervention is a yearlong course which will take place in a small group setting consisting of students from grade 6 - 7. The course focus is to further develop basic numeracy skills. Basic numeracy skills include: decoding simple word problems involving addition/subtraction/ multiplication/division, fluency with four operations using, fractions, decimals, percentages, basic area and perimeter.

Criteria for Selection:

- Diagnosed learning difference
- Specific cognitive profile (processing, working memory, etc.)
- 3+ years below current academic functioning, specifically numeracy (IST Mathematics Continuum)
- Quantitative and qualitative data from Support Services teachers
- Work samples - specifically writing
- Standardized testing results (25% or less)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Grades 6 - 10

Course description:

EAL is a support class for students who need organizational and language support across many or all subjects. During this class students receive language support such as specific subject vocabulary assistance for them to be successful in other subjects. Students will receive support with both classwork and homework for other subjects during this class.

This class is taken instead of Language Acquisition French, Spanish or Swahili. It is a non-graded class.

Criteria for Selection:

- Phase 4 or below English Language

LEARNING SUPPORT (LS)

Grades 6 - 10

Course description:

LS is a support class for students who need organizational support across many or all subjects. During this class students receive support such as scaffolding for them to be successful in other subjects. Students will receive support with both classwork and homework for other subjects during this class. This class is taken instead of Language Acquisition French, Spanish or Swahili. It is a non-graded class.

Criteria for Selection:

- Ed-psych special learning diagnosis

