



# 10 REASONS

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

# MIDDLE YEARS PROGRAMME (MYP) GRADE 6 TO GRADE 10



# MYP SUBJECTS AT SCIS

## SCIENCE

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.

### ASSESSMENT CRITERIA\*

**Criterion 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.

**Criterion B: Inquiring and designing**  
Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

**Criterion C: Processing and evaluating**  
Students collect, process and interpret

qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

### Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

## IN THE SCIS CLASSROOM

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Evaluate two methods for preparing drinking water. In an extended piece of writing:

- explain what makes these methods effective
- explain the strengths and limitations of each method

Use scientific knowledge and understanding to support your answer.



## MATHEMATICS

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.

### ASSESSMENT CRITERIA\*

**Criterion A: Knowing and understanding**  
Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

**Criterion B: Investigating patterns**  
Students work through investigations to become risk-takers, inquirers and critical thinkers.

**Criterion C: Communicating**  
Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

### Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



From a video recording, a researcher notes how many cars pass through a junction in Mexico City over a period of minutes, creating a data table that is also visualized as a graph.

The data can be modelled using the equation  $y = -0.05x^2 + x + 6$  where  $y$  represents the number of cars and  $x$  represents the time period in minutes.

- Use the equation to calculate the number of cars passing through the junction during [an indicated period].
- Comment on the validity of the answer(s) to your calculations.
- Use the equation solved for  $x$  to find the time when there are no cars passing the junction [extended mathematics assessment only].

## INDIVIDUALS AND SOCIETIES



The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences.

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.

### ASSESSMENT CRITERIA\*

**Criterion A: Knowing and understanding**

**Criterion B: Investigating**

**Criterion C: Communicating**

**Criterion D: Thinking critically**

Name: \_\_\_\_\_ Date: \_\_\_\_\_



- paragraph from a scholarly study of war and human conflict
- excerpt from a speech by a political leader in World War II (1943)
- graphical analysis of the causes of civil war in Liberia published by an international NGO (1989–2003)
- photograph of a cemetery from World War I
- internet encyclopedia entry on the US Civil War (1861–1865)

- Using these sources, identify two causes and three consequences of conflict.
- Outline the purpose, values and limitations for sources (i) and (ii).
- "Individual people are the main cause of wars and conflicts." To what extent do you agree with this claim? Answer with reference to sources (i)–(v), as well as with reference to the conflicts you have studied in MYP history.

\*Each subject objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

## LANGUAGE AND LITERATURE

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding.

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.

### ASSESSMENT CRITERIA\*

Criterion A: Analysing

Criterion B: Organizing

Criterion C: Producing text

Criterion D: Using language

## DESIGN

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

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

## PHYSICAL AND HEALTH EDUCATION

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.



### ASSESSMENT CRITERIA\*

Criterion A: Knowing and understanding

Criterion B: Planning for performance

Criterion C: Applying and performing

Criterion D: Reflecting and improving performance

## ARTS

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

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills.

### ASSESSMENT CRITERIA\*

Criterion A: Knowing and understanding

Criterion B: Developing skills

Criterion C: Thinking creatively

Criterion D: Responding

## LANGUAGE ACQUISITION

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission.

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
- equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

### ASSESSMENT CRITERIA\*

Criterion A: Comprehending spoken and visual text

Criterion B: Comprehending written and visual text

Criterion C: Communicating in response to spoken and/or

Criterion D: Using language in spoken and/or written form

## IN THE SCIS CLASSROOM

Name: \_\_\_\_\_ Date: \_\_\_\_\_



You will be presented with a visual image and write a response of 400–600 words using one of the following three prompts.

- Write down an internal monologue expressing the thoughts and feelings of a narrator involved in this scene.
- Narrate the events that follow on from the moment shown in the image.
- Imagine you are the person in this image. Describe what you can see.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Based on our unit, identify a design challenge or problem; research, develop and create a product or solution; and evaluate its success. Your design portfolio will include a design brief, specifications, and documentation of process and reflection.

### ASSESSMENT CRITERIA\*

Criterion A: Inquiring and analysing

Criterion B: Creating the solution

Criterion C: Creating the solution

Criterion D: Evaluating

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Your assessment:

- identify a target that incorporates physical and psychological dimensions of performance in physical and health education.
- create, implement and document progress towards your target through multiple interim cycles of analysis.
- record and evaluate your final performance.
- reflect on your personal growth and interpersonal skills.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Artists will develop a portfolio which demonstrates:

- an investigation into the work of master artists, theorists and practitioners.
- the application of creative-thinking behaviours to generate artistic intentions.
- acquiring, developing and applying skills and techniques while exploring artistic ideas.
- applying the outcomes of your investigation in the development of their own work.
- critical appreciation of the work of others.
- critical evaluation of your own work and its impact on the wider world.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Your assessment consists of:

- an aural comprehension task comprising spoken and visual text.
- a written comprehension task comprising written and visual text.
- an interactive oral task.
- a writing task.

# DISTINCTIVE FEATURES OF THE MYP

- Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- Action and service, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).
- The personal project, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.



## MYP PERSONAL PROJECT



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' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students must identify a global context for their MYP projects to establish their relevance and significance. The following global contexts direct learning towards independent inquiry.

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

### III. ASSESSMENT CRITERIA

Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Investigating**
- Criterion B: Planning**
- Criterion C: Taking action**
- Criterion D: Reflecting**



### A LIST OF SCIS (POSSIBLE) PERSONAL PROJECTS

*Make a digital and model home that incorporates earthquake proof design features.*

Create a cheaper alternative water purifier.

**Design and make my own prom dress.**

*Compose a concerto and play all instruments.*

Start a school podcast

**Make an art exhibition in a public place**

*Make a plan to manage my financial future*

**Learn an object programming language: Swift**

How to improve the environment for a patient during chemotherapy

**Develop a story based on my mom's history**