

IB Middle Years Programme

Parent Handbook

2018 - 2019



EMIRATES INTERNATIONAL SCHOOL- JUMEIRAH

CONTENTS

EIS Jumeirah Mission Statement

Curriculum Overview

What is the Middle Years Programme?

The IB Mission Statement

Three Fundamental Concepts in the MYP

The IB Learner Profile

The MYP Curriculum Model

Managebac

The Global Contexts

Approaches to Learning Skills

Service and Action

MYP Assessment Criteria

MYP Grade Descriptors

MYP Subject Grade Boundaries

Academic Honesty policy

The Personal Project

MYP E-Assessment

After School Activities



INTRODUCTION

EIS-J Mission Statement:

We are here to provide a broad international education in English designed specifically for local and expatriate students, in order to promote excellence in all their academic activities. It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning. We provide a safe, yet challenging environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.

Curriculum Overview:

All of our students in Years 7-11 follow the International Baccalaureate Middle Years Programme. This is a 5 year programme culminating in Year 11 with the Personal Project and the MYP certificate. Students following the MYP develop skills that help prepare them for the challenges of the IB Diploma Programme in Years 12 & 13. The MYP curriculum is varied and is carefully scaffolded to meet the needs and interests of students. The MYP has been designed to draw upon the best of international practice and has been specifically tailored to suit the requirements of our international student body in Dubai.

What is the MYP?

The MYP (Middle Years Programme) provides a framework of academic challenge that encourages students to not explore the connections between their subjects and the real world, but also to become critical, reflective thinkers as well as inquirers. The MYP of the International Baccalaureate (IB) is an International 'Concept' based course of study designed to meet the educational requirements of students between the ages of 11 and 16. As an authorized IB school, we strive to create a learning environment which enables students to develop and fulfil their potential. To this end we promote an approach to learning that encourages students to take responsibility for their own development and actively encourage an atmosphere of cooperation amongst students, teachers, support staff and parents.

Information regarding the MYP has been obtained from the International Baccalaureate and from their website at www.ibo.org. Information regarding the IB General Regulations for the Middle Years Programme can be found at:

http://www.ibo.org/documentlibrary/reqs_ibworldschools/index.cfm



THE IB MISSION STATEMENT

At EIS Jumeirah we follow and incorporate within our school's structure, the IB's Mission Statement

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

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

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

Embracing the IB Mission statement, the MYP has been devised at EIS Jumeirah to guide students in their search for a sense of belonging in the world around them. The course also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. We teach students to become independent learners who can recognise relationships between school subjects and the world outside and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.



THREE FUNDAMENTAL CONCEPTS IN THE MYP

- **Intercultural Awareness** – concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but also leads to empathy and understanding.
- **Holistic Education** - emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complementary nature of various fields of study, but this must not be done to the detriment of learning with each of the disciplines, which retain their own objectives and methodology.
- **Communication** - the MYP stresses the central importance of communication, which is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

The IB Learner Profile



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

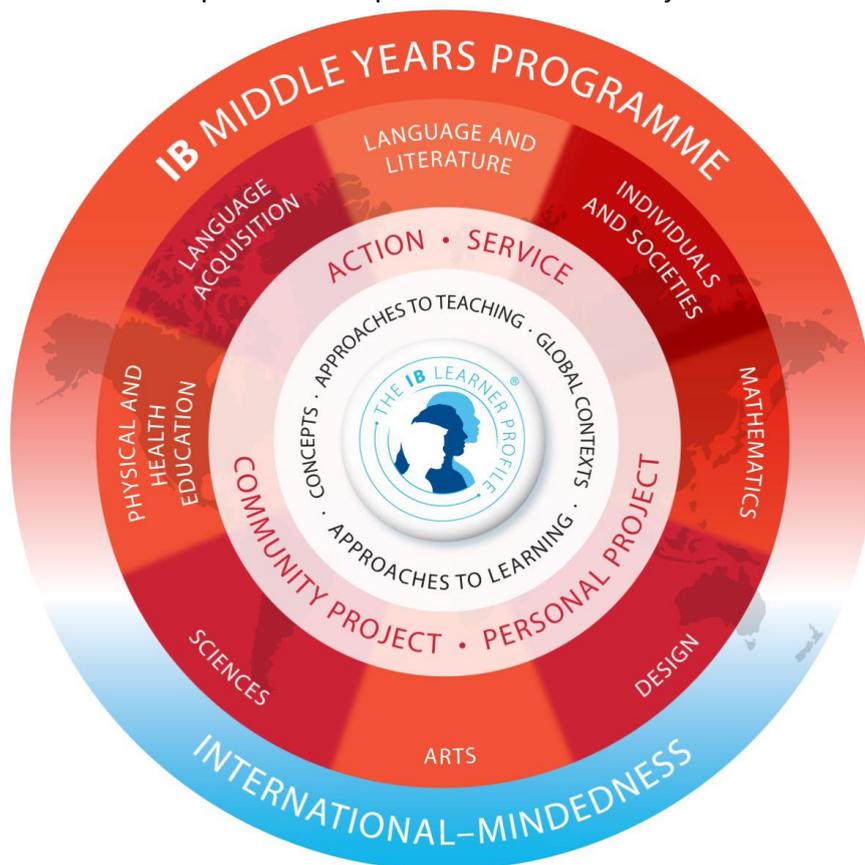
*Logo from ibo.org

The aim of each of the IB programmes is to develop internationally minded people who are life-long learners and who help to create a better world. The IB learner profile is a set of ideals and attributes which unites the IB programmes and which each IB learner strives towards.



THE MYP CURRICULUM MODEL

The framework of the MYP is shown as a concentric ring model. This emphasises the importance of the eight subject areas with a core being made up of the Global Contexts, Approaches to Teaching and Learning, Concepts, Action and Service and in the final year of the programme, the Personal Project. Establishing a strong foundation of concepts and key skills in each of these disciplines is a priority of this programme. The MYP curriculum model places the student at the centre of learning. The MYP focuses upon Holistic Learning, Communication and Internationalism. The threads which inter-link each subject area are the Global Contexts. Service & Action is carried out in all 5 years of the programme. In addition, all students are required to complete the Personal Project in Year 11.



*Logo from ibo.org

How is the Middle Years Programme defined?

The MYP is:

- for students aged 11-16
- a framework of academic challenge
- a concept based curriculum
- inquiry driven
- develops the notion of awareness and understanding, action and reflection
- 8 subject groups, Service & Action components and the Personal Project in the final year of the programme.

The MYP encourages students to:

- understand the connections between subjects through interdisciplinary learning
- understand connections between subjects and the real world
- become inquirers
- become critical and reflective thinkers
- practice and consolidate Approaches to Learning skills

Our students in Years 7-11 will take courses in eight subject groups, namely Language & Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Design, Physical and Health Education and Arts. Within these subject groups various subject options are available.

We want students to learn to the best of their ability, enjoy learning, and to be well prepared for their next stage of education. We aim to deliver an innovative, inquiry based curriculum which promotes high achievement, and helps students to develop a sense of responsibility and confidence in their ability to make a worthwhile contribution to life in an ever changing world.



MANAGEBAC

We use Managebac throughout the MYP as our online learning platform. It is accessed by students, teachers and parents alike, eliminating unnecessary paperwork. Managebac allows students and parents to:

- monitor and track summative assessments.
- view upcoming Units of Inquiry.
- maintain and check the online Service and Action Portfolio.
- track and monitor progress with the Personal Project (in Year 11).
- track a student's academic progress by subject throughout the year.
- track and monitor a student's Approaches to Learning skills.
- access a student's school report at each of our reporting points.

Managebac allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. Managebac enables parents and students to view important academic deadlines and events on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.



THE GLOBAL CONTEXTS

With the MYP we endeavour to relate all learning to the outside world and to real life situations. With this in mind we use six global contexts to promote internationalism and to ensure that all learning is meaningful and to put it in to context.

The six chosen global contexts are:

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

Each unit of inquiry is linked to a global context. For the personal project in Year 11 students choose a global context which then lies at the heart of their programme.



APPROACHES TO LEARNING SKILLS

The Approaches to Learning skills or ATL skills are the skills that students develop over time to help them achieve their potential, learn effectively and progress. They are skills that can be taught and learnt. They support students in their lifelong learning journey. The IB outlines 5 specific ATL skill categories and 10 ATL skill clusters that students are required to work on and develop over the course of the programme. All 10 of the ATL skill clusters are evaluated on the end of year report card.

IB ATL skill categories	MYP ATL skill clusters
Communication	1. Communication
Social	2. Collaboration
Self management	3. Organisation
	4. Affective
	5. Reflection
Research	6. Information literacy
	7. Media literacy
Thinking	8. Critical thinking
	9. Creative thinking
	10. Transfer



SERVICE AND ACTION

Service and Action is an important part of each of the IB programmes. For the MYP it allows students to build upon their actions from the PYP and to link their learning in the classroom to their action in school and in the community.

As stated in IB's "From Principles into Practice" students "become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. "

Students are supported with their Service and Action throughout the MYP by our Service & Action coordinator, Ms. Islam. She provides students in each year group with a guide. Students record their project proposals, write about their learning outcomes and complete their reflections on Managebac. We report to parents on each student's work for Service and Action at the end of each academic year.

Learning outcomes

IB's "From Principles into Practice" indicates how students, with their teachers' support should:

- become more aware of their own strengths and areas for growth.
- undertake challenges that develop new skills.
- discuss, evaluate and plan student-initiated activities.
- persevere in action.
- work collaboratively with others.
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- consider the ethical implications of their actions.

In their planning teachers ensure that students have plenty of opportunities to meet these learning outcomes in each year of the MYP.

For student development to occur, Service and Action should involve:

- *Real, purposeful activities, with significant outcomes.*
- *Personal challenge—tasks must extend the student and be achievable in scope*
- *Thoughtful consideration, such as planning, reviewing progress, reporting*
- *Reflection on outcomes and personal learning*

All proposed Service and Action activities need to be the student's own original work. Their form tutor will be their first point of contact and will facilitate the programme from the beginning of the year.

Examples of activities, which would NOT qualify as SA include:

- Putting clothing in a clothing bin in your building
- Bake sales
- Posters
- work experience that only benefits the student, or that involves financial gain.
- fundraising with no clearly defined end in sight.



MYP ASSESSMENT CRITERIA

For the MYP as a whole students are assessed in eight MYP subject areas. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Since the MYP is student centred, students are not assessed against work produced by other students. Students in Years 7-9 are assessed in each subject group. In Years 10-11 students choose their options and are assessed in 6 or more of the subject groups below.

ARTS (Visual Arts, Drama, Music)		Maximum level for each criteria
Criteria A	Knowing & Understanding	8
Criteria B	Developing skills	8
Criteria C	Thinking creatively	8
Criteria D	Responding	8

INDIVIDUALS & SOCIETIES (History, Geography)		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Investigating	8
Criteria C	Communicating	8
Criteria D	Thinking critically	8

LANGUAGE & LITERATURE (English , Arabic)		Maximum level for each criteria
Criteria A	Analysing	8
Criteria B	Organising	8
Criteria C	Producing text	8
Criteria D	Using language	8

LANGUAGE ACQUISITION (Arabic , French, Spanish)		Maximum level for each criteria
Criteria A	Comprehending spoken and visual text	8
Criteria B	Comprehending written and visual text	8
Criteria C	Communicating in response to spoken, written and visual	8
Criteria D	Using language in spoken and written form	8

MATHEMATICS		Maximum level for each criteria
Criteria A	Knowing & Understanding	8
Criteria B	Investigating Patterns	8
Criteria C	Communicating	8
Criteria D	Applying mathematics in real-life contexts	8

PHYSICAL & HEALTH EDUCATION		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Planning for performance	8
Criteria C	Applying and performing	8
Criteria D	Reflecting and improving performance	8

SCIENCES		Maximum level for each criteria
Criteria A	Knowing & understanding	8
Criteria B	Inquiring & designing	8
Criteria C	Processing & evaluating	8
Criteria D	Reflecting on the impacts of Science	8

DESIGN (Computer Technology & Food Technology)		Maximum level for each criteria
Criteria A	Inquiring & analysing	8
Criteria B	Developing ideas	8
Criteria C	Creating the solution	8
Criteria D	Evaluating	8



MYP GRADE DESCRIPTORS

At the end of each year's course of study, students are assigned a final 1-7 grade. 1-7 grades will be included in the academic reports in January and at the end of the academic year in June as an indicator of individual progression for each subject. Term 1 interim report will include only the assessed criteria levels or the first eight weeks of the term. Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student. Student's grades are not based upon ranking, averages or converted from other grades, systems or % figures. Grades are based upon an accumulation of what the student can do and what they can achieve. They are based upon a set of criteria, and overall results are given by the teacher using the 'best fit' approach.

Grade 7	The student always produces work of an excellent quality by fully meeting specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	The student always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	The student usually produces work of a high quality and meets most specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	The student usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	The student generally produces work of poor quality and does not meet specific subject criteria. Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	None of the standards above has been reached.



MYP SUBJECT GRADE BOUNDARIES

The prescribed IB grade boundaries will be used to determine a final end of year 1- 7 grade in each subject. The chart below indicates how grades are calculated. The grade boundaries are identical for each subject. These boundaries will not be used for the mid- November report cards.

Grade	Boundaries (Total for criteria levels = 32)
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32



ACADEMIC HONESTY POLICY

EIS Jumeirah is committed to academic honesty and we will ensure that all students in the IB Diploma Programme, IB Career Related Programme and IB Middle Years Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty in the IB Middle Years Programme, IB Career Related Programme and IB Diploma Programme.

Misconduct includes the following:

- Plagiarism or copying from another student.
- Plagiarism derived from copying from another text or source which is not referenced, or which is not the students own work.
- Obtaining unauthorised access to examination and other formative and summative assessment materials.
- Bringing unauthorised materials into the examination room and during any summative or formative assessments in the classroom.
- Deriving an answer through the use of a calculator or other means, when the syllabus, curriculum or component instructions specifically precludes its use.
- The actual or attempted involvement with other people when an examination or formal summative assessment has begun.
- Behaving in an inappropriate manner in the examination room and during summative assessments in the classroom (e.g., behaviour that causes disruption).
- Starting an examination or classroom assessments before the designated time.
- Ignoring specific procedures outlined by the invigilator and the teacher during examinations, test and summative assessments.
- Impersonating someone else.
- Failing to follow procedures which ensure the security of the examinations and summative assessments.
- In the case of external examinations, trying to remove or divulge the content of examinations before a board's 24- hour rule.
- Submission of lewd, offensive or insulting content within coursework, summative or formative scripts and assessments.
- Improper referencing or the failure to acknowledge sources in summative, formative and coursework assessments (Attachments C and D outline the two styles of guidelines for citing/referencing in the Upper School, i.e., Harvard System and MLA, that are adopted by the High School). There is a separate citing guideline for the current Grades 7-9.
- Changing academic results.
- Collusion: helping another student to be academically dishonest.
- Submitting another person's work as if it were the student's own (Annex A of this policy, outlines the specific IB regulations on malpractice).
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

What are the consequences of academic dishonesty in the IB Middle Years Programme?

Sanctions

First time – When the student is caught plagiarising for the first time, he or she must repeat the assignment or complete an equivalent assignment. A letter will also be sent to parents and a copy of this will be kept on the students' records.

Second time – When a student is caught plagiarising for a second time, a parent meeting will be called with the relevant teaching staff, HOD, IB Coordinator and the student. A failing grade will be given for the assignment. Again a record of this will be kept on the student records.

Third time – When a student is caught plagiarising for the third time, an interview process will be in place with the student, parents, IB Coordinator and the Deputy Head of Secondary.

What are the consequences of academic dishonesty in the IBDP and IBCP programmes ?

Sanctions

It is important to note that the consequences for plagiarism escalate in severity as the student moves through the school. All IBCP and IBDP level work which is deemed to be plagiarized, even as a first offence (either by the school or the IB itself) is at severe risk of disqualification, potentially harming any university application and/or certification by IB.

When a student is caught plagiarising a parent meeting will be called with the relevant teaching staff, HOD, IB Coordinator and the student. A failing grade will be given for the assignment. A record of this will be kept on the student records.

In cases of academic mal-practice the school reserves the right to withhold a student from sitting the final IB examinations. This is in line with the general principles of the IB Diploma and IB Career Related programmes.

- Students receive advice about academic honesty and academic referencing in each of their subjects and in assemblies led by the IB coordinators. For further information please refer to each of our IB programme handbooks and the academic honesty policy published by IB.
- All students must sign an academic honesty contract to show their commitment to working with the principles of Academic honesty.



HOMWORK POLICY

The purpose of homework, or any assessments completed at home, is to promote individual extended learning opportunities outside of the classroom. Students are regularly assigned work to complete at home including, but not limited to: projects, essays, reading material, problem solving questions, summative assessment tasks and other research. Students are expected to complete and submit these assignments on time. The turning in of assignments past the due dates is strongly discouraged as late homework assignments can be penalized through the loss of marks or may not be accepted. The penalties for late homework submission are set by individual teachers. The frequency and timeliness of any assessments completed by students is noted on individual student report cards.

In addition to due dates assigned by teachers for learning activities such as projects or essays, each student in Years 7 to 13 is issued with a homework timetable indicating the number of hours students are expected to be engaged in home learning activities each evening. The purposes of a homework timetable are to:

- Clearly state the number of hours students are expected to be engaged in homework each day
- Assist students in organising and planning homework;
- Ensure students are set a fair and consistent amount of homework each night of the week;
- Allow parents and form tutors to monitor the regularity and amount of homework set by each student's teachers.

HOMWORK TIMETABLE

	Time per subject (Approximate)	Time per night (Approximate Total)
Year 7	20-25 minutes	1hour
Year 8	25 - 30 minutes	1 hour 15 minutes
Year 9	30-35 minutes	1hour30 minutes
Year 10	35 - 40 minutes	1 hour 45 minutes
Year 11	40-45 minutes	2 hours*
Year 12	45–60minutes	3hours*
Year 13	45–60minutes	3hours*

* Additional time is required to complete the Extended Essay, the Personal Project, the Reflective Project and Action and Service learning activities.



THE PERSONAL PROJECT

THE PERSONAL PROJECT

In the final year of the MYP, students are required to undertake a self-selected area of study, culminating in a product or outcome which is publicly displayed. The purpose is to encourage students to identify, pursue and reflect upon their personal strengths and passions. The nature of the project is very open, and IB students in the past have done everything from building boats and sculptures to designing solutions to prominent environmental and health problems.

Place in the curriculum

The Personal Project is a mandatory section of the Middle Years Programme. It is an opportunity to explore a topic that is of interest to the individual student, to develop their approaches to learning skills further and to create something unique.

Aims

Students will:

- engage in personal inquiry on issues that are relevant to themselves, through a global context as a context for learning
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- reflect on their learning and knowledge (on their own and with others)
- move towards thoughtful and positive action
- develop confidence as lifelong learners

Requirements:

Students must create three items:

- A process journal.** This includes the student's own reflections, information, planning and supervisor meeting records and should stand as proof of all the work the student has put into the project
- A product or outcome** for the Exhibition. This should show what the student has achieved by the end of the project. It can be a physical object, such as an artwork or model, or a display of achievement, such as photographs of an event or campaign.
- A project report.** This can be either an essay or a recorded audio-visual presentation in which the students reflects on their whole process. It must be 1,500 to 3-500 words in length.

Time frame

Students will begin the personal project in April of Year 10, giving them the summer break to complete the necessary research. Students will complete the journal and product by the end of November in Year 11, and finally the report in December of Year 11. This means that the project will be completed in the first term of year 11 and therefore allows the rest of the year for focus on other subjects.

Guidance

All Year 10 students will have a panel interview in April at which they will be expected to discuss their project proposal. Shortly afterwards, they will be assigned a supervisor who will guide them and oversee the completion of the project. These supervisors may not be experts in the subject area of the project, as students are expected to select, apply and evaluate their own sources. Supervisors will be selected from among the school staff unless the student chooses to complete the project in a language which we cannot accommodate. In these cases, members of the surrounding community are encouraged to supervise in partnership with the school.

Other parental involvement

As students are exploring a topic in depth, they are encouraged to seek expert advice outside of school. Any parents who feel they have skills, hobbies or access to facilities that may be of use to personal project students are heartily invited to share this information with the school. Obviously, contact between parents and students will be carefully monitored by the school MYP and welfare teams.

Assessment

Student projects are assessed by their personal supervisor. However, it is a compulsory requirement that a sample of student work be sent to the IB for external moderation purposes. The personal projects are graded according to the following equally weighted criteria:

Criterion		Points awarded
Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Total points: 32



MYP eASSESSMENT

Year 11 students must register for at least 6 of their 8 subject groups to be eligible for MYP certification. They will be required to sit e-Assessments during the middle two weeks of May in **five** of their subject groups, namely:

- Language and Literature (English and/or Arabic)
- Mathematics
- Sciences
- Individuals and Societies (Geography/History)
- Inter-disciplinary assessment

Each e-assessment will be two hours in duration and will focus on a specified **global context** which will be announced in December each year. The e-assessments will be marked externally. The inter-disciplinary assessment will be based around the global context chosen for each session and to help prepare for it pre-release material will be given to schools early in April of Year 11.

For their remaining subject groups students will be required to submit e-Portfolios of work. These subject groups are:

- Language Acquisition (Arabic, French or Spanish)
- Physical and Health Education
- Design (ICT or Food Technology)
- Arts (Music, Drama or Visual Arts)

The e-Portfolios are marked internally and are moderated externally. The e-Assessments, e-Portfolios and the Personal Project each count towards the MYP certificate and are mandatory components.

All Year 11 students are required to complete a Personal Project and must also meet the school's requirements for Service and Action in order to be eligible for the MYP certificate.

The total number of points required to gain the MYP certificate will be a minimum of 28 points, but a grade 1 or 2 in any subject, the interdisciplinary assessment or the Personal Project cannot contribute to the award of the MYP certificate.

Students who complete two Language and Literature online examinations are eligible for the MYP Bilingual Certificate.



AFTER SCHOOL ACTIVITIES

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai. Our Duke of Edinburgh programme is offered to students at three different levels and is progressive: Bronze, Silver and Gold. These awards are based on expeditions made outdoors either in the UAE or overseas.

Sign-up for activities take place during form time, with form teachers filling in the student selections. The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.