



THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS



IB Middle Years Programme Handbook for Parents & Students

TCS MYP Handbook

Revised and updated September, 2014

The information in this booklet is compiled and/or adapted from the following sources:

MYP: From principles into practice, © International Baccalaureate Organization 2014

MYP Arts guide, © International Baccalaureate Organization 2014

MYP Design guide, © International Baccalaureate Organization 2014

MYP Individuals & societies guide, © International Baccalaureate Organization 2014

MYP Language acquisition guide, © International Baccalaureate Organization 2014

MYP Language & literature guide, © International Baccalaureate Organization 2014

MYP Mathematics guide, © International Baccalaureate Organization 2014

MYP Physical & health education guide, © International Baccalaureate Organization 2014

MYP Projects guide, © International Baccalaureate Organization 2014

MYP Sciences guide, © International Baccalaureate Organization 2014

The Codrington School Academic Honesty Policy, TCS 2014

The Codrington School Assessment Policy, TCS 2014

The Codrington School Behaviour Policy, TCS 2014

The Codrington School Language Policy, TCS 2014

The Codrington School Service and Action Booklet, TCS 2014

All subject guides, IBO information, and TCS policies, booklets and information are available either on the school website (<http://codrington.edu.bb>) or from the MYP Coordinator. These sources provide a more detailed look at the information contained in this handbook.

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IB Mission Statement

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

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

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

History of the International Baccalaureate

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme. What started life as a single programme for internationally mobile students preparing for university, has today grown into three programmes for students aged 3 to 19.



What is the IB Middle Years Programme?

The International Baccalaureate (IB) offers three programmes:

- the Primary Years Programme (PYP) for students aged 3–12, available since 1997
- the Middle Years Programme (MYP), designed as a five-year programme for students aged 11–16, available since 1994
- the Diploma Programme (DP), an internationally recognized pre-university course of study for students aged 16–19, available since the late 1960s.

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in the DP. The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. At present, Middle Years Programme is offered by 981 schools spread over the 144 countries and is still growing.

Why choose the IB Middle Years Programme?

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

At The Codrington School, The Middle Years Programme (MYP) provides a natural progression from the Primary Years Programme, and acts as preparation for – and a precursor to – the Diploma Programme. It also articulates well with other academic programmes around the world in terms of both curriculum and adolescent development.

The IB Learner Profile

The IB MYP model of education is firmly grounded in the IB Learner Profile. The aim of all IB programmes is to develop internationally minded people who, recognising 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.

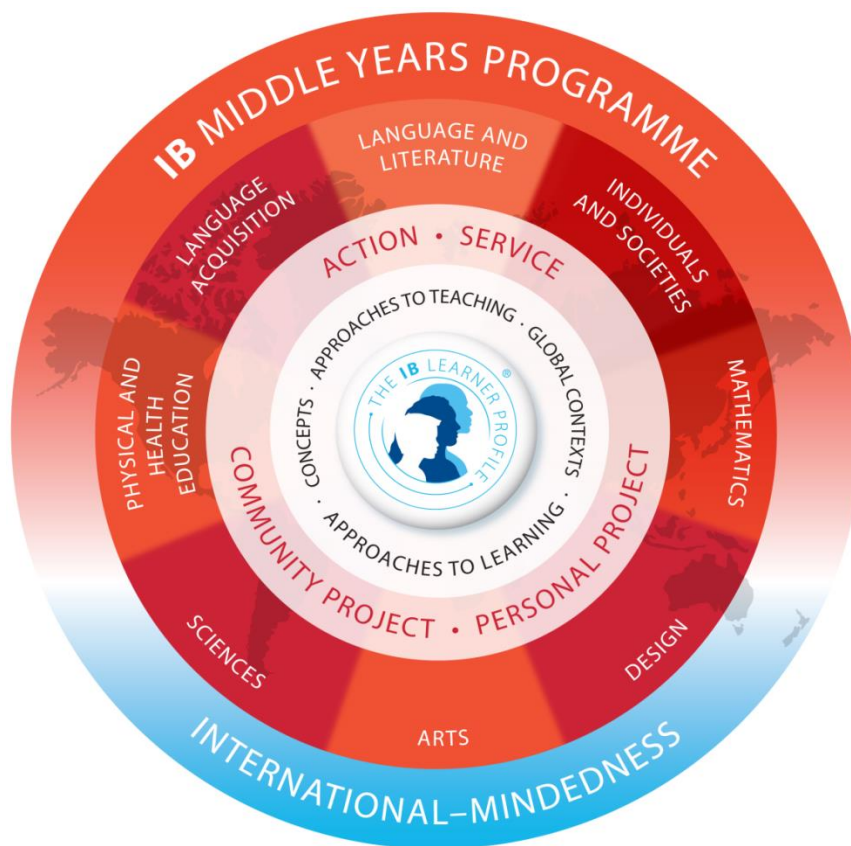
Reflective

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 MYP Programme Model

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



In the programme model for the MYP, **the first ring** around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts—highlighting a concept-driven curriculum.

- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

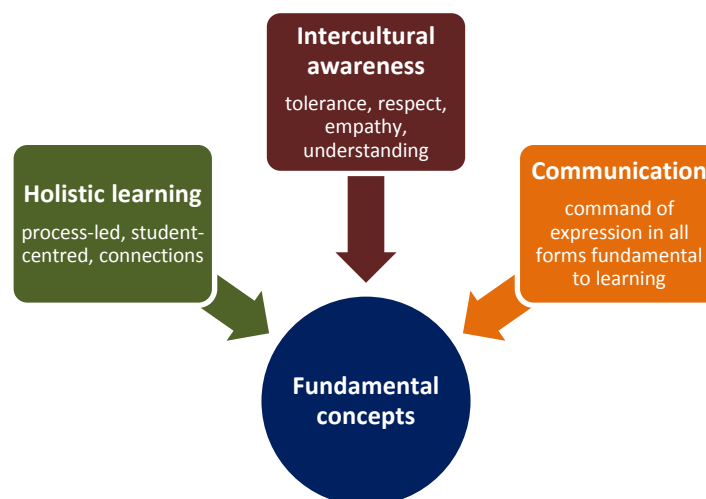
- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4; **the community project is currently not offered at TCS**).

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Students are required to study their mother tongue (through language and literature), a second language, individuals and societies (which is humanities-based), sciences, mathematics, arts, physical and health education, and design. In the final year of the programme (MYP5), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects, hence the lack of clear dividing lines between subjects. Aspects of the global contexts are addressed naturally through the distinct disciplines. The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum:



Conceptual Understanding in the MYP

In the MYP, students engage with a defined set of *key* and *related* concepts. These concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.

The exploration and re-exploration of concepts lead students towards:

- deeper understanding of the subject group
- appreciation of ideas that transcend disciplinary boundaries
- engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations.

A concept-driven curriculum encourages idea-centred teaching and learning. The MYP prescribes key concepts (overarching) and related concepts (subject-specific) to better ensure a common basis of conceptual understanding is developed in MYP schools that will provide students with a sound foundation for future learning.

The MYP Global Contexts

In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from *global contexts* to encourage international mindedness and global engagement within the programme.

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action. This contextual learning helps teachers and students answer the important question "Why are we learning this?"

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

Essentially, the global contexts are lenses through which students and teachers explore issues within each unit of learning. The help focus and shape units of learning, while also acting as useful tools for examining the world around us.

The six (6) *global contexts* are:

GLOBAL CONTEXT	KEY QUESTIONS	DEFINITION
Identities and relationships	Who am I? Who are we?	Students will explore identity; beliefs and values; personal physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
Orientation in space and time	What is the meaning of <i>when</i> and <i>where</i> ?	Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
Personal and cultural expression	What is the nature and purpose of creative expression?	Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Scientific and technical innovation	How do we understand the worlds in which we live?	Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
Globalization and sustainability	How is everything connected?	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity?	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

Approaches to Learning

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL Skill Categories	MYP ATL Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self management	III. Organisation
	IV. Affective
	V. Reflection

Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The Personal Project

The community project and the personal project are known together as MYP projects. MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners. All students in MYP year 5 must complete the personal project.

The personal project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

At The Codrington School, the MYP 5 personal project is one of the pre-requisites for students progressing from MYP 5 into the diploma programme.

Balance in the MYP

The programme model is based on the concept of *balance*. This is important to the programme in a number of ways.

- The programme provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.
- The subject-group objectives include skills, attitudes and knowledge in addition to the understanding of concepts; the aim is to ensure that students are not only knowledgeable about a subject area, but also develop a genuine understanding of ideas and an ability to apply these in new contexts, in preparation for further learning.
- The programme promotes the principle of concurrency of learning, whereby students deal with a balanced curriculum each year in which different subjects are studied simultaneously. As students mature and develop higher-order thinking skills, they explore the disciplines in increasing depth and realize how they are linked to each other and to local and global issues.
- The programme encourages the use of a variety of teaching and learning methodologies to foster a climate in which students discover how they learn best in different situations.

The programme emphasizes the development of the whole person—affffective, cognitive, creative and physical—and its effective implementation depends on the school's concern for the whole educational experience, including what students learn outside the classroom.

Assessment in the MYP

Assessment in the MYP is criterion-referenced, so students around the world are measured against pre-specified criteria for each subject group. Tasks, assignments and projects are assessed internally, both summatively (at the end of each unit of work) and formatively (continuously throughout each unit of work). Feedback is given informally for formative assessments, and formally for summative assessments. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards. For schools that require official IB certification for their students, moderation is carried out every year.

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analyses and reflections.

Assessments can be classified into *formative* and *summative*. Summative assessments usually happen at the end of a learning period, such as the end of an MYP unit of work, a semester or a school year, in order to check current levels of student achievement within the context of the subject aims and objectives. Formative assessments, on the other hand, are done on a continuous basis to establish the progress of lesson-to-lesson learning.



At The Codrington School, we make use of both quantitative and qualitative assessment strategies, as well as tools that provide opportunities for peer and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

The types of assessment tools available to teachers include all forms of:

- oral/visual work
- written work
- practical work.

Also, teachers select appropriate tasks and assessment tools according to:

- the resources available within the school
- the subjects to which they are being applied
- the particular objectives that are being measured.

At the end of each unit, students receive an MYP 'level', as prescribed in the various subject guides. This level is based on criteria mandated by the IB. The descriptors for each level provide a snapshot of what the student is

currently achieving, and what needs to be done for further development. Students do not receive ‘grades’ in the MYP, and there are no percentages or letters representing achievement. Essentially, student achievement is measured individually and personally, rather than competitively and comparatively.

There are no formal examinations set or marked by the IB, however, at The Codrington School, there are annual examinations, during the third term of the school year. These examinations are separate from the MYP summative assessments, and do not affect a student’s ability to progress. The examinations are intended as preparation and practice for students, rather than as markers of annual achievement. Examination levels are included on the year-end progress report as separate from summative assessment levels.

Assessment in the MYP has	
increased emphasis on	decreased emphasis on
planning, teaching and assessment as integrated processes	planning, teaching and assessment as isolated processes
using a range and balance of assessment strategies	reliance on one assessment strategy or tool
involving students in self and peer assessment	teacher-centred assessment
using a range and balance of recording tools and reporting strategies	reliance on one strategy for recording and reporting
giving students regular and ongoing feedback throughout MYP units of work	concluding an MYP unit of work with ‘testing’
enabling students to see assessment as a means of describing and improving learning	assessing for the sole purpose of assigning a grade
assessing the levels of students’ current knowledge and experience before embarking on new learning.	embarking on new learning before assessing the level of student’s current knowledge and experience.

Service and Action

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service 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.

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.



MYP students should, through their engagement with service and action:

- become more aware of their 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.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

At The Codrington School, MYP students must meet certain annual requirements for service and action.

Students are required to:

- complete 30 hours in MYP 1 and 2, 40 hours in MYP 3 and 4, and 50 hours in MYP 5,
- achieve a minimum of one third of the total hours per term. MYP 1 and 2 need to have completed a minimum of 10 hours each term, MYP 3 and 4 need to have completed a minimum of 14 hours per term, and MYP 5 need to have completed a minimum of 17 hours per term,
- complete and keep up-to-date the Service and Action Log in the student planner.

Responsibilities of the MYP Student at The Codrington School

A responsible MYP student:



is always punctual to the morning registration and regular classes;

always participates enthusiastically in co-curricular and academic activities;

always completes homework and assessments;

is always involved in service and action;

is always caring and respectful toward others;

always works to her/his best ability;

is always organised and prepared;

always shows responsible behavior.

Homework

Homework is an extension of school work and is given in all courses. Homework helps students prepare for classes, as well as helping them develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and place that is conducive to undisturbed study.

The nature of the homework will vary, but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

While recognizing that difficulties can arise at times, our policy is that ***all assignments are due by the deadline set by the teacher.*** Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.

Students with an absence for the day that an assignment is due should hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Academic Honesty

The Codrington School is committed to academic honesty and will ensure that all students in the IB Middle Years and Diploma Programmes 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 and Malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- **plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;
- **copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own;
- **exam cheating:** communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;
- **duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
- **falsifying data:** creating or altering data which has not been collected in an appropriate way;
- **collusion:** helping another student to be academically dishonest.

What next after MYP 5?

To enter into the Codrington IB Diploma programme a student from MYP5 must have:

- passed the IB MYP **personal project**,
- successfully completed the School's **service and action** requirements,
- a level of academic achievement that will allow them to be able to achieve in this rigorous programme.

To ensure access to an IB Diploma higher level course, a student must have studied the subject in MYP 5 and gained at least an end of year **level 5** or equivalent.

To ensure access to an IB Diploma standard level course, a student must have gained at least an end of year MYP **level 4** or equivalent in the last year that he/she studied the subject.



Course Offerings

In the IB MYP, there are eight (8) subject groupings available. At The Codrington School, all eight groups are represented, with varying discrete subject areas being offered.

Subject groups	Subjects offered at TCS	Years offered
Arts	Visual art	MYP 1 – 5
	Music	MYP 1 – 5
	Drama	MYP 1 – 4
Individuals and societies	Humanities	MYP 1 – 3
	History	MYP 4 and 5
	Business management	MYP 4 and 5
Language and literature	Language and literature in English	MYP 1 – 5
Language acquisition	French	MYP 1 – 5
	Spanish	MYP 1 – 5
Mathematics	Mathematics	MYP 1 – 5
Sciences	Integrated science	MYP 1 – 3
	Biology, Chemistry, Physics	MYP 4 and 5
Physical and health education	Physical and health education	MYP 1 – 5
Design	Design	MYP 1 – 5

Subject Group Aims and Objectives

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 suggest how the student may be changed by the learning experience.

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 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. Assessment in the MYP is based on these objectives and objective strands.

Pages 15 – 31 of this handbook outline the aims and objectives of each subject group.

Arts

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.



The **objectives** of MYP arts are:

A. Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B. Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final

commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

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

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

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

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D. Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

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

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.



Individuals and societies

The **aims** of MYP individuals and societies are to encourage and enable students to:



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

The **objectives** of MYP individuals and societies are:

A. Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students 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 research methods to collect and record relevant information

- evaluate the process and results of the investigation.

C. Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas 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

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations

iv. interpret different perspectives and their implications.



Language and literature

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction



- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

The **objectives** of MYP language and literature are:

Objective A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of studying language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

- i. 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

- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

- iii. select relevant details and examples to develop ideas.

Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.



Language acquisition

The **aims** of the teaching and learning of MYP language acquisition are to:



- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy 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, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The **objectives** of MYP language acquisition are:

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. Objectives

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.



Mathematics

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 through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The **objectives** of MYP mathematics are:

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:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. 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 risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

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

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. 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:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. 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:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Sciences

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



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

The **objectives** of MYP sciences are:

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 allows 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:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. 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:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. 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:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method

- v. 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:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.



Physical and health education

The **aims** of MYP physical and health education are to encourage and enable students to:



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

The **objectives** of MYP physical and health education are:

A. Knowing and understanding

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

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

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

In order to reach the aims of physical and health education, students should be able to:

i. design, explain and justify plans to improve physical performance and health

ii. analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

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

In order to reach the aims of physical and health education, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

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

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies that enhance interpersonal skills

ii. develop goals and apply strategies to enhance performance

iii. analyse and evaluate performance.



Design

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



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

- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

The **objectives** of MYP design are:

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:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. 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:

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. 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:

- i. 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
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended

iv. fully justify changes made to the chosen design and plan when making the solution

v. present the solution as a whole, either:

a. in electronic form, or

b. 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:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

MYP Projects (Personal Project)

The **aims** of the MYP projects are to encourage and enable students to:



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

The **objectives** of the MYP 5 personal project are:

A. Investigating

In order to reach the personal project aims, students should be able to:

- i. Define a clear goal and global context for the project, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

B. Planning

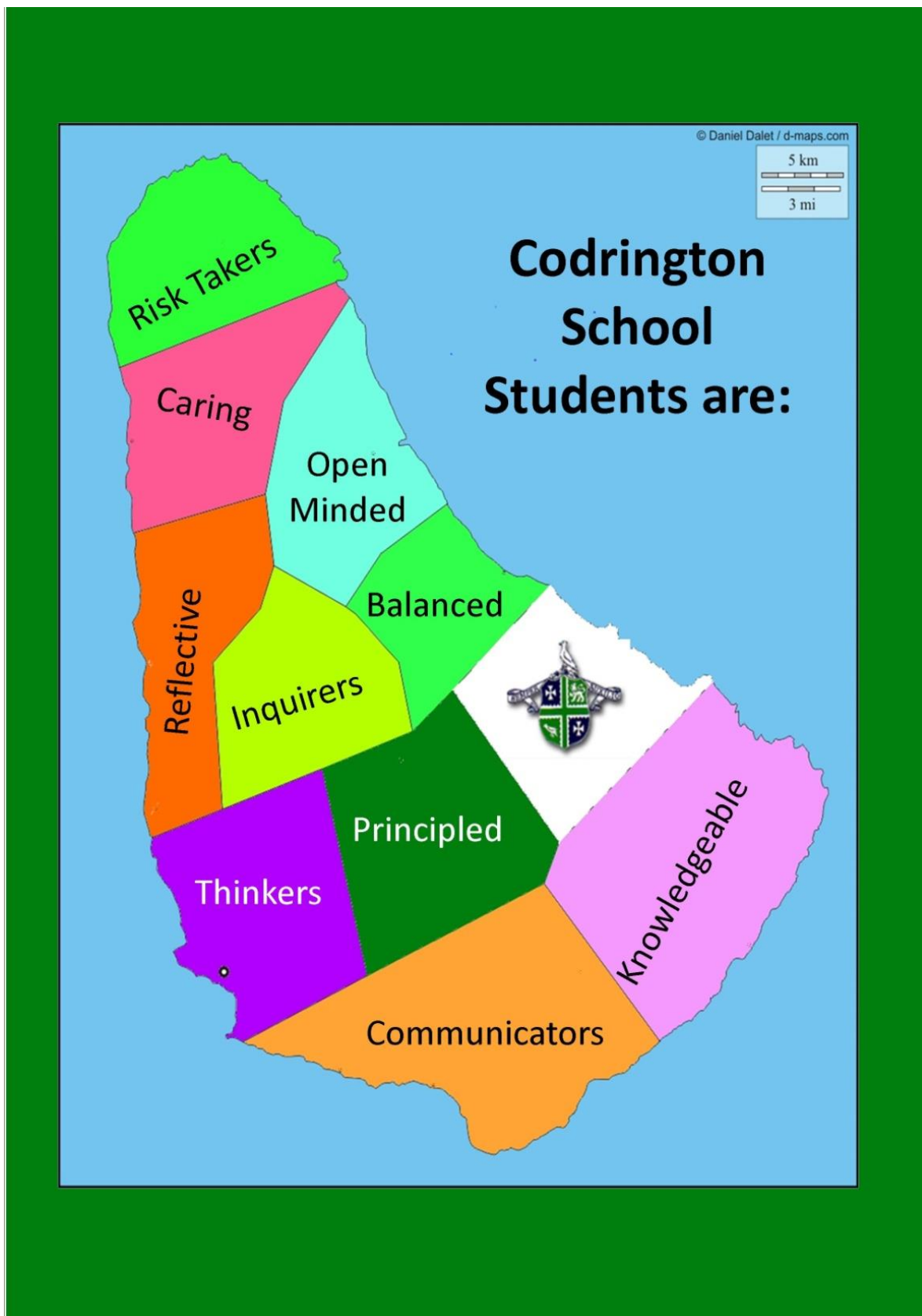
- i. Develop criteria for the product/outcome
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

C. Taking Action

- i. Create a product/outcome in response to the goal, global context and criteria
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

D. Reflecting

- i. Evaluate the quality of the product/outcome against their criteria
- ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. Reflect on their development as IB learners through the project



If you have any queries or concerns about anything in this handbook, please contact The Codrington School's MYP Coordinator or Head of Secondary.