

MYP

Handbook

Al Sahwa Schools



MYP

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OUR MISSION AND VISION

AL SAHWA MISSION STATEMENT

Mission

We are a bilingual, IB World School proud of Oman's rich cultural heritage, empowering students towards their potential.

Vision

Inspire individuals to be compassionate, confident and responsible citizens.

Our Core Values:

Respect, Service, Integrity.

International Mindedness:

International Mindedness is a global perspective which enriches our community's understanding of intercultural harmony in order to bring greater peace to the world. International mindedness is exemplified in our commitment to multiculturalism and in our respect for other cultures.



International Baccalaureate

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.

International Mindedness

International mindedness can be expressed as:

- the ability to be better prepared for the 21st century global challenges
- understanding ourselves to connect with others
- awareness that the world is much larger than the community in which we live
- respect and understanding for other perspectives, cultures and languages
- the ability to see oneself as a responsible member of the community and a global citizen.

International mindedness and intercultural understanding holds a prominent place at Al Sahwa Schools. The attributes of the learner profile is meant to create internationally minded individuals who, through their knowledge and understanding of concepts, ideas and issues of local and global significance, recognise “our common humanity and shared guardianship of the planet”. This entails understanding and appreciating one’s own culture and personal histories and being open to the perspectives, values and traditions of other individuals and communities. At Al Sahwa Schools, this finds expression not only in the general ethos of the school environment, but also in its concentrated exploration in academic studies, field trips and discussions. School-wide reading programs, International day celebrations and a carefully curated Service Learning program help widen the Al Sahwa child’s worldview so that they become true connoisseurs of variety and diversity.



Introduction from the Director

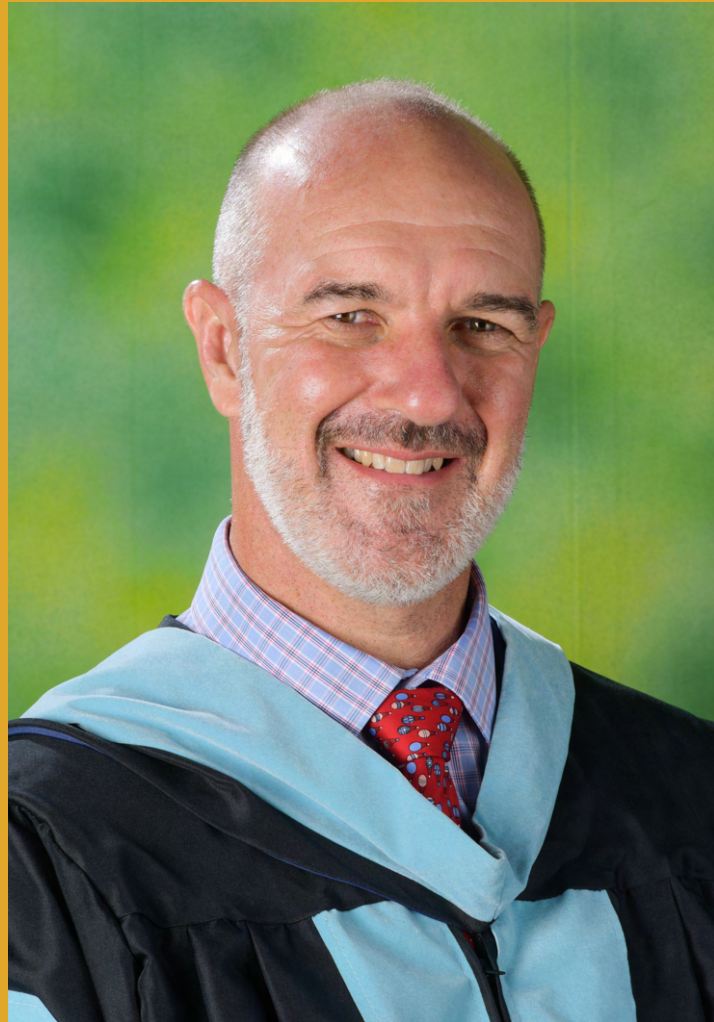
Dr. Terry Storer

Al Sahwa schools has a rich heritage and tradition that gives it an important place in the educational landscape of Oman.

As a K-12 IB World School, we educate children through a thoughtfully planned curriculum that honours and celebrates the rich heritage of the Sultanate of Oman underpinned by modern pedagogy and an international perspective. Our dedicated and hard working staff are recruited for their skills and experience but we also actively embrace our role preparing students to become global citizens in our recruitment. We therefore currently have 31 different nationalities represented on our staff.

An IB education offers a future focused pathway that equips students with the skills, knowledge and attitudes to help them succeed in a rapidly globalising world.

Solid foundations are built in the Primary school through the IB PYP program which emphasises skill development and understanding across subjects. The Middle Years Program is a natural progress, further cementing and developing important 21st Century skills while also building critical thinking and communication skills that allow students



to be thoughtful in their selection, use and application of knowledge. The IB Diploma (DP) program is the capstone of this journey and is internationally recognised and accepted as one of the premier pre-University programs in the world, giving students access to universities globally.

We look forward to partnering with you and your children on this exciting journey.

Dr. Terry Storer
Director

From the desk of the MYP Coordinator

The MYP is a programme of international education designed for students aged 11 to 16, a period that is a particularly critical phase of personal and intellectual development. The programme aims to develop inquiring, knowledgeable and caring young people with the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in an interrelated, complex and changing world. Learning how to learn and how to evaluate information critically is as important as learning facts. The MYP builds on the work of the Primary School (the IB Primary Years Programme) and prepares students for entry to the IB Diploma Programme, a universally recognised rigorous, academic course which allows students to gain entry to universities and colleges worldwide. The Al Sahwa mission and vision statement recognises the importance of helping students to understand the nature of the world in which we live and, importantly, to help develop a personal value system that will enable them to live as proactive members of their local community and the world at large. The middle school is a platform for our students to achieve their dreams through academic successes, community and service events, technological events, experiential learning trips, sports, arts exhibitions and music performances.

During the middle school years, our students focus on ten key areas which are aligned to the IB and connect very well with the Al Sahwa Mission and Vision statement:

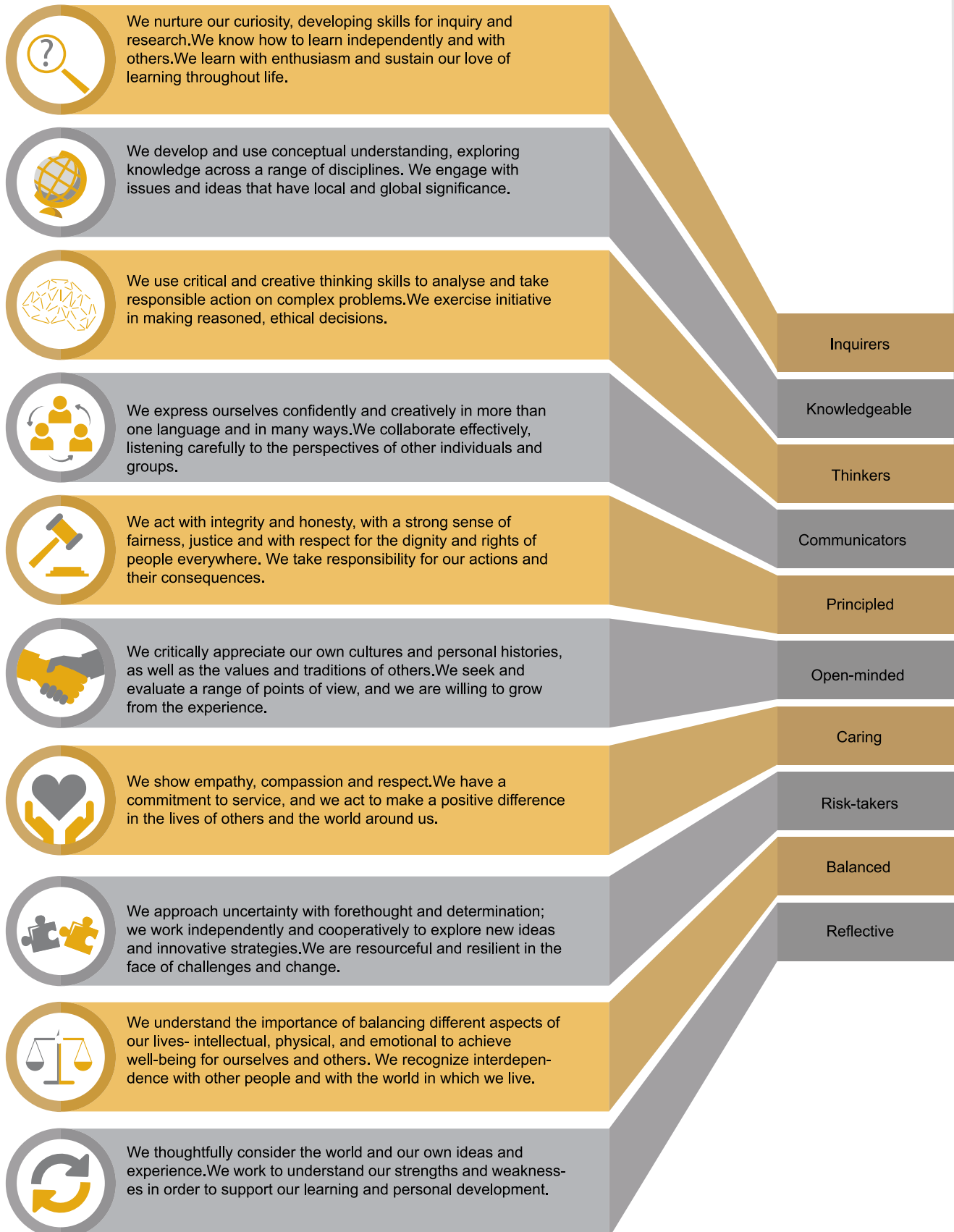
- 1- Become a lifelong learner – Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.
- 2- Learn by doing and experiencing – The MYP curriculum provides opportunities for student service in action. In particular, through the MYP Community Project, our middle school students learn to service the community and connect what is learnt in the classroom to 'real life'.
- 3- The MYP encourages critical thinking – it teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.
- 4- Explore global challenges – the MYP helps to increase understanding of the world by exploring globally significant ideas and issues.
- 5- Learn for understanding – MYP is more about the process of learning, as opposed to memorizing facts or topics to prepare for exams.
- 6- Train yourself to – organize and plan work, meet deadlines, concentrate, bounce back from setbacks, persist, think positively.
- 7- The MYP empowers students to develop their talents – students feel empowered to prove what they know and achieve their potential.
- 8- Middle School prepares students for future education – students are prepared for the IB Diploma Programme, IB Courses, GED.
- 9- MYP encourages international-mindedness – helps students critically appreciate their own culture and personal history, as well as the values and traditions of others.

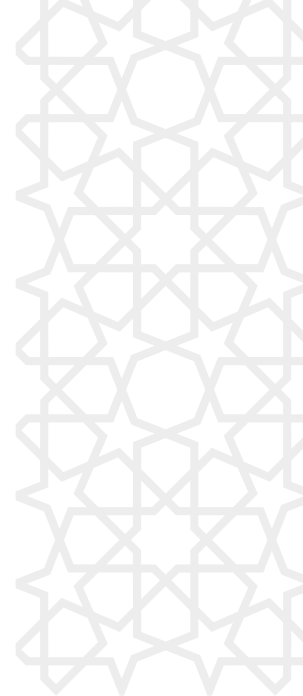


Abubaker Motala

IB LEARNER PROFILE

IB learners strive to be :





Facilitating the transition among IB Programmes

The diagram below is taken from “Towards a Continuum of International Education (September 2008)”. This diagram outlines the key features of the three IB programme.

| | PYP | MYP | DP |
|--|---|---|--|
| Nature | Framework Inclusive | Framework Inclusive | Prescribed curriculum Aimed at preparing students for higher education |
| Structure | Transdisciplinary units of Inquiry | Organised around disciplines and interdisciplinary global contexts | Organised around disciplines with theory of knowledge connecting the discipline |
| How is the programme assessed | Internal assessments of all aspects of students learning | Internal assessment based on subject specific criteria, school can opt for eAssessments | External moderation of internally assessed work and external examinations |
| Learning to learn | Transdisciplinary concepts and skills | Approaches to learning | Theory of Knowledge |
| Learning through experience | Action | Service as Action | Creativity, activity and service |
| Language Learning | Support for mother tongue development (School's additional language from age 5) | Support for Mother tongue/best language development (students additional Acquisition) | Support for Mother tongue/best language development, school supported, self taught language A courses (students additional language B) |
| Culminating the experience that synthesizes learning | Exhibition | Personal Project | Extended Essay |

THE IB

MIDDLE YEARS PROGRAMME

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose - built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Middle-East, Asia and the Americas.

At Al Sahwa The IB MYP candidacy started in 2018 and we are awaiting IB Authorisation Visit in December, 2020. The MYP Programme builds upon the skills and learning developed in the IB Primary Years Programme (IB PYP) and aligns itself with the skills required in the Diploma Programme.

The Middle Years Programme at Al Sahwa aims to develop active lifelong learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

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.

Below is a diagram which explains the curriculum of an IB MYP learner. Students are required to study all subjects concurrently in a year: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Design, Physical and Health Education.



Teaching and learning in Context

The MYP Global Contexts recognize that we all have a shared responsibility and individual roles to play as stewards of our planet. They guide skills and tasks by ensuring that these relate to the global challenges and issues we face, whether those be personal, local, national or international. At Al Sahwa , all teaching and learning experiences, both in class, out of class as well as projects are framed through the Global Contexts.

- **1. IDENTITIES & RELATIONSHIPS:** -- Students will explore identity; beliefs & values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
- **2. ORIENTATION IN TIME & SPACE:** -- 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.
- **3. PERSONAL & CULTURAL EXPRESSION:** -- Student will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of the aesthetic.
- **4. SCIENTIFIC & TECHNICAL INNOVATION:** -- 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.
- **5. GLOBALIZATION & SUSTAINABILITY:** -- 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.
- **6. FAIRNESS & DEVELOPMENT:** -- 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.



concepts

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

The model allows teachers to group together issues or topics in a wide-ranging curriculum under the critical concepts and understandings in each subject group. In a concept-based teaching model, teachers use knowledge as a tool to help students grasp transferable concepts and understandings. Knowledge provides the foundation and support for deeper, conceptual thinking. All the units at Al Sahwa are planned with a concept based learning focus embedding the prescribed MYP Key and related concepts.

Key concepts:

contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Related concepts:

are grounded in specific disciplines, and explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

MYP Key concepts

| Aesthetics | Change | Communication | Communities |
|-------------|---------------------|---------------|-----------------------|
| Creativity | Connections | Culture | Development |
| Form | Global Interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, Place and space |

APPROACHES TO TEACHING AND LEARNING



Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools enhance student learning and assist student preparation for MYP assessment and beyond. Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about

encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). In the MYP, as well as in the Primary Years Programme (PYP) and Diploma Programme (DP), these cognitive, metacognitive and affective skills are grouped into the same five ATL categories which are

IB ATL Skill Category

COMMUNICATION

SOCIAL

SELF-MANAGEMENT

RESEARCH

THINKING

MYP ATL Skill Cluster

I COMMUNICATION

II COLLABORATION

III ORGANIZATION
IV AFFECTIVE

VI INFORMATION

VIII CRITICAL THINKING
XI CREATIVE THINKING
X TRANSFER



Service Learning

Service Learning (learning by doing and experiencing) has always been a shared value of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service making a positive difference to the lives of others and to the environment. Service Learning is an integral part of the MYP programme at Al Sahwa Schools. All students must meet Service Learning requirements in each year of the programme. More detail about Service Learning at Al Sahwa can be found in the Service Learning Handbook. In each year, students will maintain a Service Learning Reflection Journal on Google Classroom documenting outcomes and reflecting on their experiences. Each year, students use this journal to document that they have completed all requirements for the MYP Certificate. The Service Learning requirements must be met to maintain placement within the school, as per our policy.

Community Project

Community service is an aspect of service in action, also known as service learning where students learn about a community through investigation in order to help make the community better. At Al Sahwa Schools, The Community Project will be carried out in MYP Year 2 to give our students a unique opportunity to identify an area of interest, set goals, and act for the betterment of a community through community service. During the course of the project, students will engage with the community to identify the needs of the community and define a proposal of action to support the community or alleviate these needs. Through the Community Project students apply all the learning strategies and Approaches to Learning (ATL) skills they have acquired throughout their studies. The Community Project may be completed individually by groups of maximum 3 students, and is formally assessed in the same way as the Personal Project. The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved, or the stages of the project. At least three formal meetings must be held between each student and his/her supervisor.

Interdisciplinary Unit IDU



One of the expectations of the MYP is that every grade level studies one interdisciplinary unit (IDU) per year. An IDU is a unit of study that combines the perspectives of at least two different subject areas, in order to integrate them and create a new understanding. Interdisciplinary units (IDUs) open classroom doors by challenging teachers to plan collaboratively and seek relevant, authentic interpretations of their content. Through this shared purpose, an IDU fosters rich, sustained conversations during teaching and learning, and students benefit from their teachers' collective interest and attention to their progress. An IDU also has four specific criteria that students are being assessed on: Knowledge & Understanding, Synthesis Thinking, Communication and Reflection. From this year on, we will be teaching these in standalone weeks on a collapsed timetable, allowing students to focus on the IDUs.



The aims of interdisciplinary learning in the MYP are to:

- Develop a deeper understanding of learning skills and apply them in meaningful contexts
- Integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- Inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- Reflect on and communicate understanding of the interdisciplinary learning process
- Experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

Personal Project

MYP Personal Project: MYP 5 (Grade10) The starting point is the latter months of grade 9 when students start exploring their passions and choose a goal to accomplish over the coming months. This is an exciting aspect of the programme, as students have an opportunity to show their talents in unique and creative ways. This is also widely considered the best real-life challenge within the MYP programme, demanding that students set real-world goals and find the best ways of achieving them. Every student has a supervisor, as well as the help and guidance of the Personal Project Coordinator and the MYP Coordinator, to be successful in their personal project. Supervisors meet with students on a regular basis to share information about requirements and deadlines, and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will achieve it. A detailed Personal Project Handbook will be given to each student during the second semester of MYP 4 grade 9 in addition to a dedicated online page. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods, MYP requirements, and assessment.

THE MYP PERSONAL PROJECT CONSISTS OF THREE COMPONENTS:

| Personal Project Components | How is it assessed |
|--|--|
| Focus on topic leading towards a product/outcome | Evident in the presentation/report |
| Process Journal | A selection of extracts in appendices of the report |
| Report | The content of the report assessed using all four criteria |

The students are expected to spend 25 hours on the personal project over a period of one year. The Personal Project that you complete at the end of the MYP 5, reflects your experiences of the MYP, applies the skills you have developed in Approaches to Learning (ATL) and shows your understanding of the Global Contexts. The Personal Project will also prepare you for IB Diploma Programme 's core component of Extended Essay. As per the IBO, all MYP Year 5 (Grade 10 at Al Sahwa) students have to complete the Personal Project and must be registered for external moderation of the project.

ACADEMICS

MYP Curriculum

The programme model of the MYP places the student at its centre. This underscores the belief in educating the whole person, and placing importance on student inquiry. The MYP subject groups at Al Sahwa are:

1. Language and Literature (English and Arabic)
2. Language Acquisition (English)
3. Individuals and Societies (Business Management)
4. Mathematics
5. Sciences
6. Arts (Music, Visual Art,)
7. Design (Digital Design, Product Design ,Coding)
8. Physical and Health Education.

Homework

Homework is an integral part of the Al Sahwa academic programme. Homework provides all students with meaningful opportunities to reinforce their learning at school and to develop appropriate attitudes, habits and commitment to learning. It is important that all students maintain a record of homework set and planned. Homework activities are an important means for teachers to check and support students' understanding of concepts, knowledge and skills. Homework encourages organization, planning, and self-discipline; furthermore, homework demonstrates a commitment to academic work. If your son or daughter was absent from school when homework was set or was due, he/she must meet with his/her teacher immediately to determine ways to cover missed work.



Pastoral care and student support

We expect students to demonstrate behaviour that reflects the school's philosophy and Al Sahwa Values and recognise that students learn by example. Students should:

- show respect, understanding and sensitivity towards other cultures and the rights of others
- grow in their capacity to exercise sound moral judgements and democratic values
- learn and demonstrate self-discipline through mutual respect and concern for the local and global community
- accept personal responsibility for their actions and account to their teachers and parents/guardians for their conduct
- be diligent in pursuing their studies and attend school regularly and punctually
- comply with the school guidelines and expectations.

The Role of the Homeroom Teacher

Each year group has a Homeroom Teacher who acts as the pastoral and organisational leader for the year; The Homeroom Teacher is the key contact person between parents and the school in matters concerning students' pastoral care, academic progress and personal development. They play an important role in working with and supporting all students through their time at the school. They have an overview of students' progress and take a particular interest in individual development.

Learning Support

At Al Sahwa we provide students with the support they need in order to set and meet individual learning targets. Differentiation is an integral part of teaching and learning. This may involve utilising collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. However, in those cases where students require instruction beyond regular teaching practices, learning support is provided. Following the school's Learning diversity/Inclusion policy, the student's learning needs are considered on an individual basis and, when necessary, Learning Support is provided by our successful Support for Learning Department.

MYP SUBJECT GROUPS

Group 1

LANGUAGE AND LITERATURE (ARABIC AND ENGLISH)

MYP language and literature builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme or other primary education. Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry.

The six skill areas in PYP language—listening, speaking, reading, writing, viewing and presenting—are further developed through the MYP years. An MYP language and literature course starts with the skills that students have mastered during the PYP.

It will include:

- The approaches to learning (ATL) skills, at increasing levels of complexity, throughout the programme.
- The MYP command terms that are relevant to language development.

The course will be inquiry-driven and the teaching strategies and learning experiences (both disciplinary and interdisciplinary) will build upon the units students may have experienced in their primary education.

Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.

Figure 2 shows the IB continuum pathways to DP studies in 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.

At Al Sahwa, students take Language and Literature in English and Arabic. It forms the central section between language acquisition in the primary years programme and Language A in the diploma programme. Students who are admitted to Language and Literature in English are expected to have completed the primary years programme at phase 4 or phase 5 during the Language Acquisition Carousel.

The Language and Literature course at Al Sahwa consists of a careful balance of language texts with literary texts, including introductory survey units in poetry, fiction and drama. Students will experience an appreciation for extracts and whole texts, originally written in English and in translation. Students are exposed to all major literary genres across time and place as a part of practice in international mindedness.

The course as designed and executed at Al Sahwa gives students more than sufficient preparation for MYP Assessment as well as for the diploma programme.

Group 1

LANGUAGE AND LITERATURE (ARABIC AND ENGLISH)

Language learning at Al Sahwa

Before the students enter the MYP, PYP students complete a four week carousel following the objectives of Language Acquisition and a placement test (which includes both receptive and productive skills, both oral and written). Following this, the student is placed in the most appropriate phase in the MYP Language Learning continuum. The curriculum in the MYP focuses on speaking, listening, reading, writing and presentation skills. Teaching is interactive, using audio visual material, printed material and games.

The expected outcome at the end of each phase is defined in the Language Acquisition guide (pages 28 to 35) and is used to assess the student's performance. In general, if a student starts in Phase 1 or 2 in the MYP, we expect the student to attain phase 4 at the end of 4 years. The continuum from the MYP to the DP is also defined in the MYP Language Acquisition Guide.

Group 2 Language Acquisition (English)

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

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

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

The aims of MYP language acquisition are to encourage and enable students 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 communication skills necessary for further language learning, and for study, work and leisure in a range of contexts.
- develop multi literacy skills through the use of a range of learning tools.
- 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.
- recognize and use language as a vehicle of thought, reflection, self expression and learning in other subjects.
- understand the nature of language and the process of language learning.
- gain insight into the cultural characteristics of the communities where the language is spoken.
- gain an awareness and understanding of the perspectives of people from own and other cultures.
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.



Group 3

Individuals and Societies

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

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

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

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 wellbeing 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.

At Al Sahwa Individual & Societies is an integral part of the Curriculum. It is not only taught but experienced through various classroom activities and field trips that happen during their journey in the Middle years. The curriculum is designed in a manner that they are connected from local to global context.

Group 4 Sciences

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP the science curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims 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 nonliving environments.
- reflect on learning experiences and make informed choices

Each science's objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

At Al Sahwa, the attempt in the Science departments has been to constantly make Science more hands-on and completely engaging and enjoyable to the students without watering down the important principles behind the topic. We, at Al Sahwa, have been able to move beyond the dull textbooks and abstract approaches to concepts in the scientific subjects and make the subject come alive in our classrooms. Many of the topics involve students taking up mini projects, which help students to develop inquiring minds, as they have the chance to be curious and explore a subject in detail.

Our goal is to work towards an integrated approach to the Sciences from Grade 1 onwards, developing a seamless continuum from PYP through MYP and DP. At the heart of it all is the collaborative nature of the effort. Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills.

Group 5

Mathematics

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

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses 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; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge.
- 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.

At Al Sahwa The mathematics programme is built on the belief that all students are capable of studying math at a standard level. Students in the IB Diploma Program pursue a course of study in mathematics that is of their choice and which lends them to a career of their choice. In order to prepare students for this level of rigour, all mathematics courses in Grades 8-10 are standard and cover material more deeply. Students who are willing and able to learn math at a faster pace can cover extended content in Grades 9 and 10, making Math HL a more feasible option in their Diploma Programme. Students who are more successful when studying at a slower pace will be grouped together so that instruction is tailored to suit their needs. We believe that all students will be able to realize their full potential when studying math at the pace which best suits their learning style - flexibility is key here. That said, our program has been redesigned to allow for students to be placed in a math class based on their previous performance. This is based on both summative work and the skills demonstrated throughout the year. At Al Sahwa smaller classes give more room for individualized attention.

Group 6

The Arts



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

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

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

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.

Visual Art MYP Visual art at Al Sahwa, from PYP to MYP it is a continuum process that caters to all aspects of visual skills along with the process of art making. Students from PYP (Grade 6) will be exposed to different styles, media and materials so that it will help them to understand the key aspects of visual art. The same skills will be transferred and groomed rigorously in MYP Visual art through experimenting and developing a greater understanding of art making and responding. In MYP studio practice students will develop deeper understanding and demonstrate the same on art forms/styles and develop their process portfolio to record their experience and individual growth. The right studio practice and art making will be assessed based on MYP criteria in MYP 5 based on their e-portfolio task.

The MYP Arts at Al Sahwa is organised into two subjects:

- Visual arts
- Performing arts: Music

Group 7

Integrated Design



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

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

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

- enjoy the design process, and 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

Design at Al Sahwa

MYP intends to make imaginative problem-solving, practical designing along with critical thinking an acquired skill-set. We maintain inquiry at the core of our learning, and believe that as designers it is as much about finding problems, as it is creatively solving problems. Through MYP Design, students create various prototypes of products/solutions that are digitally as well as physically driven of real-life challenges that students love to engage with. Our course structuring is such that students are prepared to take up computer science, design technology and information technology in a global society (ITGS) in the Diploma Programme (DP). We as a department embrace the value of design through the careful understanding of the MYP design cycle that forms a solid foundation to the student's next steps. Our aim is to provide them with a fun-filled environment rich with curiosity and experimentation. We believe 'Design is in Making' and thus students research-plan-make-evaluate in order to make and envision better and better products/solutions.

Group 8

Physical and Health Education (PHE)

Physical & Health Education IB MYP offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

Main objectives

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and lifelong learning across the curriculum.

Physical health education at Al Sahwa-

At Al Sahwa International School the MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

PE in the MYP has been grouped into the following strands:

- Games (invasion, net & wall, target, striking & fielding)
- Lifestyle Activities
- Aesthetic Activities
- Athletic Activities (Swimming)
- Health

ASSESSMENTS IN MYP

Assessments in the MYP

We at Al Sahwa believe assessments play a seminal role in attaining our mission and strengthening our pillars. Fostering creativity is vital in all spheres of life and critical in the middle years and needs to be sustained with rigour and discipline. This is where assessments become pivotal in promoting lifelong education and learning for our global citizens in the making. Assessments are a continuous process of documenting knowledge, skills, attitudes and beliefs, in measurable terms to promote an inclusive approach in the development of a child. It is meant to provide information about students' performance in areas of both strength and challenges.

The MYP assessment system used in MYP 2 to MYP 5 is criterion-based model and it is vital that both students and parents understand the methods of assessment and play an active role in the process. Assessing students against criteria is very helpful because the students know by attempting the work what needs to be done to reach a high level. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

Assessment in action at Al Sahwa

Step 1- An assessment is given which contains a task sheet and assessment criteria and subject specific command terms

Step 2- The teacher grades the assignment and students receive feedback based on the assessment criteria.

Step 3- This process is repeated throughout the term so that all the criteria in every subject are covered at least twice.

Step 4- At the end of each term the teacher analyses the student's grades and uses their professional judgement to award a level of achievement for each individual criterion.

Step 5- The criterion levels in each subject are then added together to give a criterion levels for that subject. This total is then converted to an overall grade out of 7 using the grade boundary tables from the IB.

Step 6- The end of year reports include individual criteria and an overall grade for each subject as well as a comment regarding the student's ATL skills and work behaviour.

Throughout the year teachers will collect evidence of student achievement from many different types of assessment including formative and summative assessments. Sometimes all criteria in the subjects are applied to an assessment, but more often 1 or 2 criteria are assessed per task.

MYP

Assessment Criteria

| Subject Group | Criterion A | Criterion B | Criterion C | Criterion D |
|-----------------------------|---------------------------|--------------------------|---------------------------|--|
| Language & literature | Analysing | Organizing | Producing text | Using language |
| Language Acquisition | Listening | Reading | Speaking | Writing |
| Individuals & society | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in the real world |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical & Health Education | Inquiring and analyzing | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Investigating | Developing ideas | Creating the solution | Evaluating |
| MYP Projects | Investigating | Planning | Taking action | Reflecting |

Each criterion is out of 8 and the total is always 32.

Grade Descriptors



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

MYP Assessments

MYP eAssessment is a reliable, globally consistent and highly innovative assessment model that helps achieve greater student outcomes and provides greater quality assurance and recognition for International Baccalaureate® (IB) World Schools.

IB MYP CERTIFICATE

students must also meet the school's expectations for service learning

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following:

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course.

Once a school registers for e Assessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of course work, including a compulsory ePortfolio for the personal project.
- on-screen examinations, with each exam lasting two hours.

MYP certificate and promotion requirements-
Candidates may study one subject from each of a minimum of six subject groups in years 4 and 5.

The choice must be from:

- Language and Literature

Personal project

- Language Acquisition (Or A Second Language and Literature)
- Individuals and Societies
- Mathematics
- Science
- One Subject from Art, Physical and Health Education or Design.

In addition to completing the assessment requirements of six subjects, to be eligible for the award of the IB MYP certificate a candidate must also meet the requirements of the following.

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 accomplishment.

IB MYP

Course Results

Students who complete MYP year 4 (Grade 10) are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school's expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally-validated by MYP Assessment.

Academic Honesty

What is Academic Honesty?

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills. Although it is probably easier to explain to students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic is treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP. The Librarian in collaboration with the Personal Project Coordinator work with staff to develop the research and referencing skills that are identified in the PYP transdisciplinary skills and the MYP/DP approaches to Learning. In addition, the Librarians ensure that MYP and DP students follow the basic APA format as per our Academic Honesty Policy. Sessions on plagiarism, paraphrasing and note taking, etc conducted during the year assemblies.

All MYP students at Al Sahwa Schools are expected to understand the basic meaning

and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; students are given opportunities to increase their knowledge and practical skills to apply such concepts to their work. MYP students learn key ATL skills such as citing and referencing, and are given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP.

The following concepts will be addressed over all the programmes offered in secondary:

- The concept of intellectual property (including the many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright).
- Plagiarism.
- The difference between collaboration and collusion.
- What is an authentic piece of work.
- Paraphrasing and citing.
- Referencing using APA referencing formats.

CITATION RULES FOR SECONDARY SCHOOL

The following citation rules follow the basic APA format. For more guidance, please look at the following website.
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Below is an example of APA referencing on how to cite a Website

How to cite a website

| | |
|---------|--|
| Format | Last, F. M. (Year, Month Date Published). Article title. Retrieved from URL |
| Example | Satalkar, B. (2010, July 15). Water aerobics. Retrieved from http://www.buzzle.com |



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MYP HANDBOOK

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