



MIDDLE YEARS PROGRAMME HANDBOOK

Middle Years Programme
Handbook 2020

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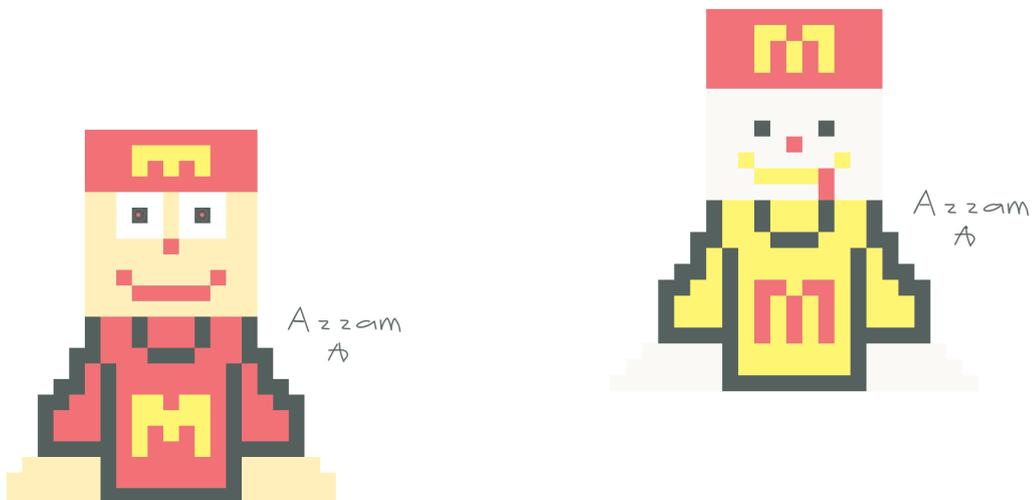
DONE BY: E.S.S.A

MySchool Vision

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

MySchool Mission

MySchool aims to develop an Omani learner who believes in the hopes of the homeland, meets the aspirations of the progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.



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.



What are the IBLP attributes?

The IB Learner profile is a main component of the IB four programmes: PYP, MYP, DP, and CP. The aim of all IB programmes is to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

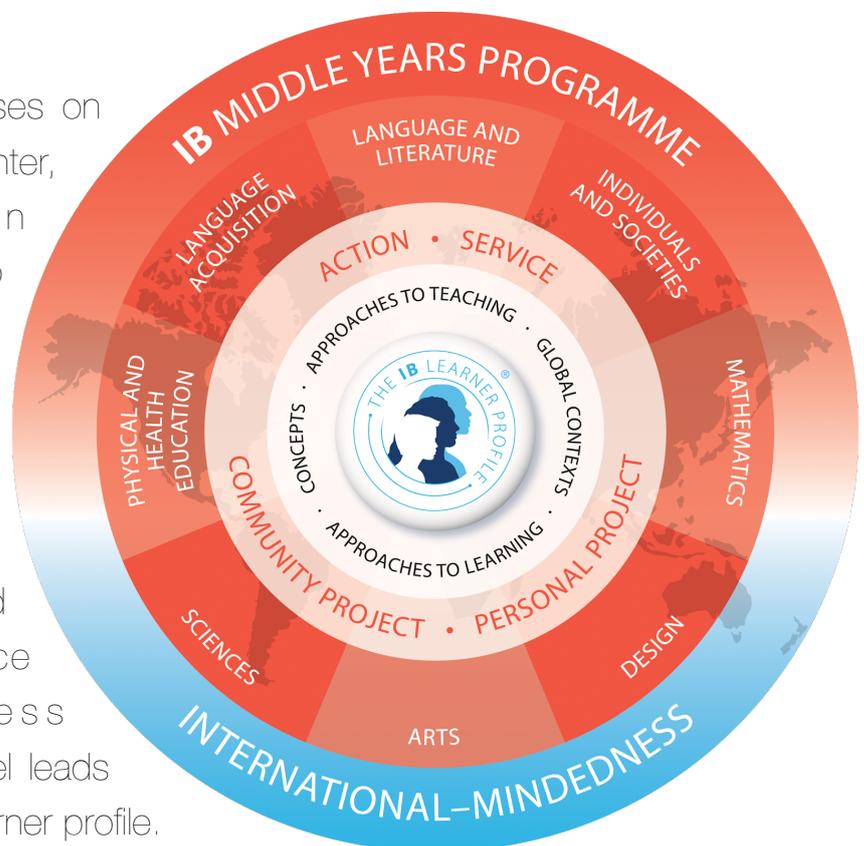


What is the MYP?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). It is a comprehensive curriculum that allows students to develop deep knowledge and skills they need to act effectively in the twenty-first century. The program provides young learners with holistic learning that is related to the real world.

The Program Model

The IB MYP model focuses on the student as a center, then focuses on developing Approaches to Learning and Approaches to Teaching, Concepts, and Global Contexts. Then the model masters the knowledge through eight subjects by using varieties of concepts and advanced skills to enhance international-mindedness understanding. This MYP model leads to the development of the IB learner profile.



What are the Global Contexts?

The curriculum model of the MYP consists of six global contexts. Each unit is taught through one of these global contexts:-

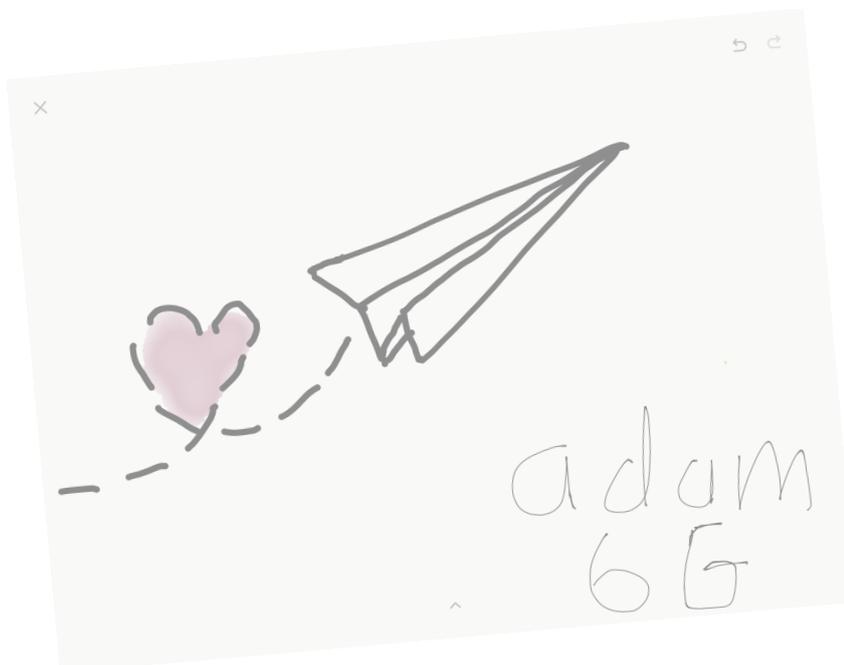
The Global Context	The Scope of learning
Identities and Relationships	Who am I? Who are we?
Orientation in Space and Time	What is the meaning of when and where?
Personal and Cultural Expression	What is the nature and purpose of creative expression?
Globalization and Sustainability	How is everything connected?
Fairness and Development	What are the consequences of our common humanity?
Scientific and Technical Innovation	How do we understand the world in which we live?



Concepts in the MYP

A concept-based model is used is the MYP because it encourages students to process factual knowledge at a deeper intellectual level, also students will relate new knowledge to prior knowledge. Addition to that students will achieve a higher level of critical, creative and conceptual thinking.

<p>Communities</p> <p>Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.</p>	<p>Time, space and place</p> <p>The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").</p>	<p>Identity</p> <p>Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p>Creativity</p> <p>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.</p>
<p>Aesthetics</p> <p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</p>	<p>Systems</p> <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p>	<p>Culture</p> <p>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.</p>	<p>Change</p> <p>Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>
<p>Relationships</p> <p>Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.</p>	<p>Global interactions</p> <p>Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>	<p>Communication</p> <p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).</p>	<p>Perspective</p> <p>Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>
<p>Connections</p> <p>Connections are links, bonds and relationships among people, objects, organisms or ideas.</p>	<p>Logic</p> <p>Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.</p>	<p>Development</p> <p>Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.</p>	<p>Form</p> <p>Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.</p>



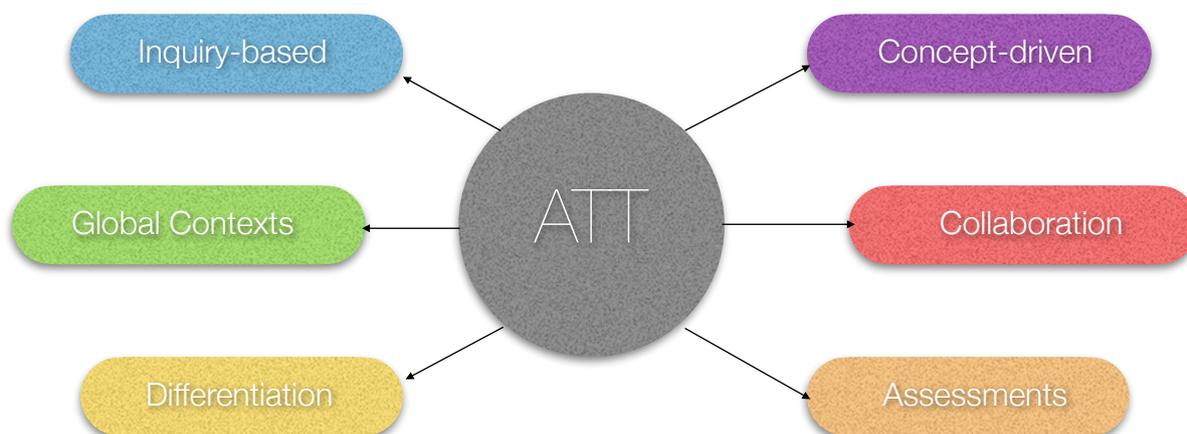
What are the Approaches to Learning?

Approaches to Learning (ATL) are skills that are explicitly and purposefully taught in the IB classroom to help students learn how to learn.

There are five categories and ten clusters:



What are the Approaches to Teaching?



Assessment in the MYP

The MYP assessment process is a **criterion-related** model. It is vital that both students and parents understand the methods of assessment and play an active role in its process.

- ▶ Each subject has 4 criteria (A, B, C, and D).
- ▶ Each criterion is worth 8 points.
- ▶ Each level has a corresponding description from (0-8).

The MYP assessment criteria across subject groups can be summarized as follows

Language and literature		Language acquisition	
Criterion A	Analyzing	Criterion A	Comprehending spoken and visual text
Criterion B	Organizing	Criterion B	Comprehending written and visual text
Criterion C	Producing text	Criterion C	Communicating
Criterion D	Using language	Criterion D	Using language
Individuals and societies		Sciences	
Criterion A	Knowing and understanding	Criterion A	Knowing and understanding
Criterion B	Investigating	Criterion B	Inquiring and designing
Criterion C	Communicating	Criterion C	Processing and evaluating
Criterion D	Thinking critically	Criterion D	Reflecting on the impacts of science
Mathematics		Arts	
Criterion A	Knowing and understanding	Criterion A	Knowing and understanding
Criterion B	Investigating patterns	Criterion B	Developing skills
Criterion C	Communicating	Criterion C	Thinking creatively
Criterion D	Applying mathematics in real-world contexts	Criterion D	Responding
Physical and health education		Design	
Criterion A	Knowing and understanding	Criterion A	Inquiring and analyzing
Criterion B	Planning for performance	Criterion B	Developing ideas
Criterion C	Applying and performing	Criterion C	Creating the solution
Criterion D	Reflecting and improving performance	Criterion D	Evaluating

Grading for Summative Assessment in MYP

In the MYP, each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Final Grade in MYP

To arrive at the final 1-7 grade after determining the final level of achievement for each criterion, add together the student’s final achievement levels in all criteria (A, B, C and D) of the subject group (All criteria must be assessed at least once per semester, at least twice per year).

The subject	Criterion A (1-7)	Criterion B (1-7)	Criterion C (1-7)	Criterion D (1-7)
Task / Activity	4	2	5	3
Task / Activity	5	3	4	5
Task / Activity	2	6	3	6
Task / Activity	6	3	5	4
Task / Activity	5	5	6	5
The “ Best-fit”	5	5	4	6
Total	20			
The final Grade in the subject is	5/8			



MYP general grade descriptors

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary Guidelines	Descriptor
1	1-5	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, rarely using knowledge or skills.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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.

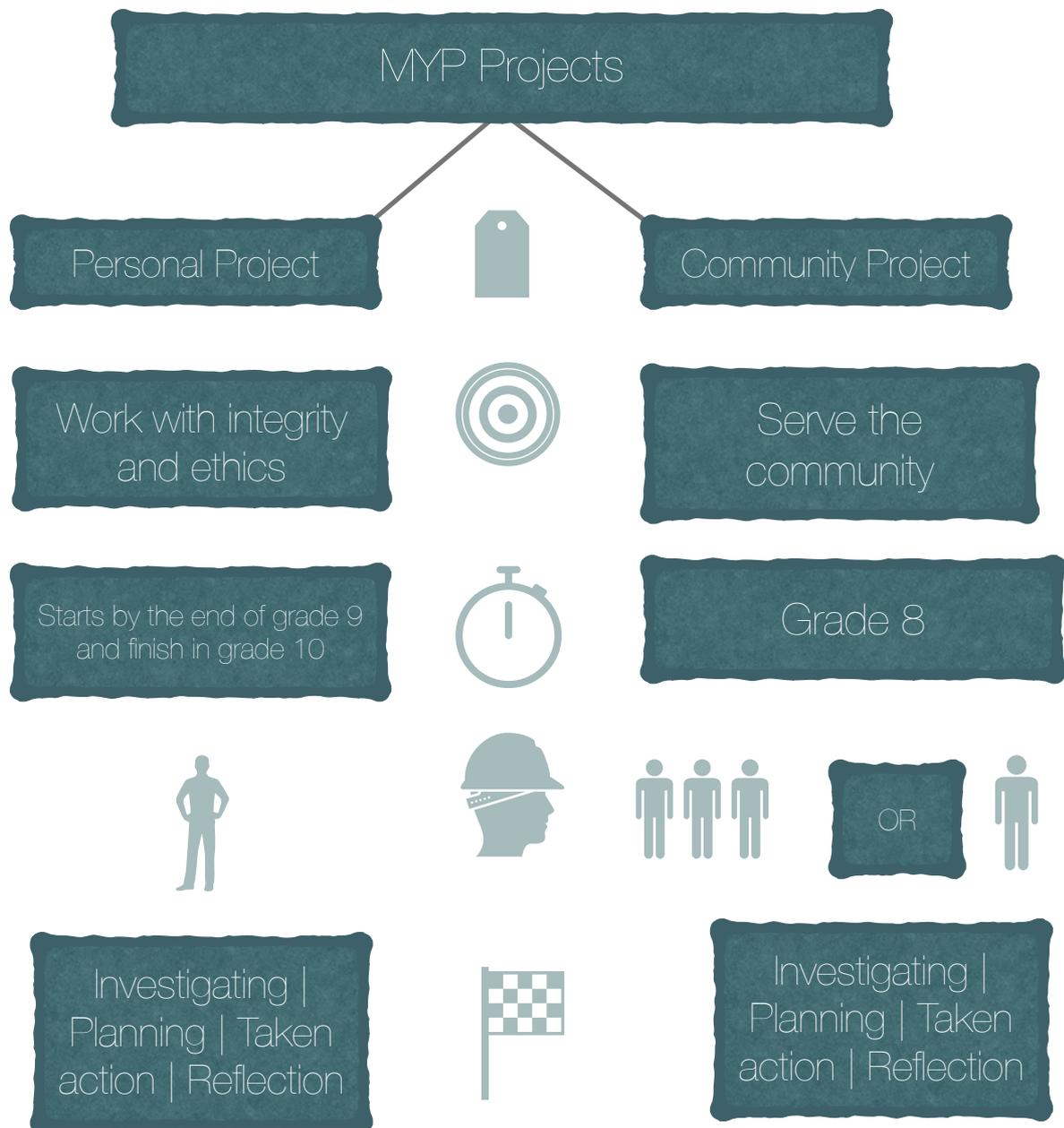


Projects in MYP

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace, and the community.

Students who complete the MYP in Year 3 or Year 4 complete the community project. All students who complete the MYP in Year 5 complete the personal project.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action, and reflection.



Aims of the MYP Projects

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.

What will students learn through the MYP projects?

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- ▶ deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- ▶ creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- ▶ making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome, and reflecting on their project and their learning.

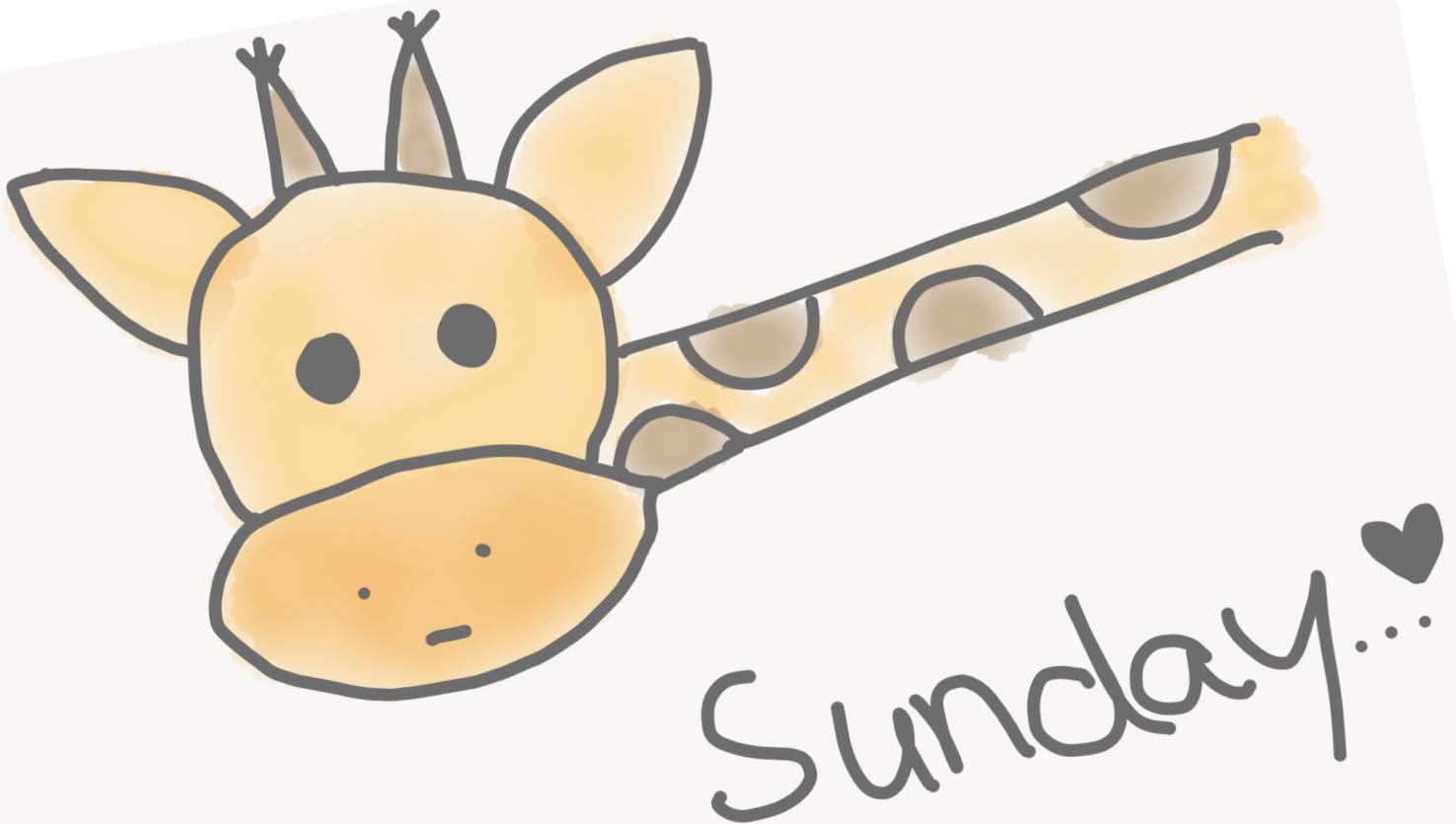
As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic and develop an understanding of themselves as learners.



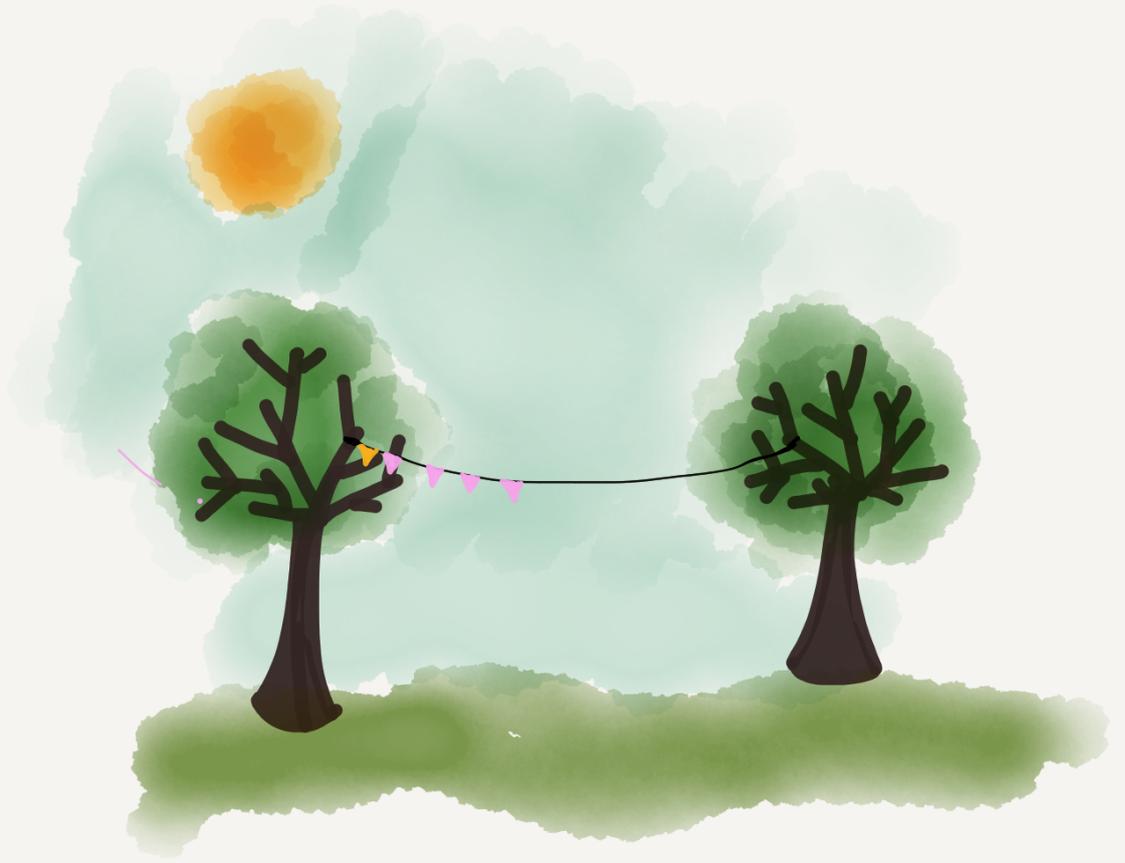
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