

This ● ● ●

Trondheim international school

MYP Handbook

School Vision

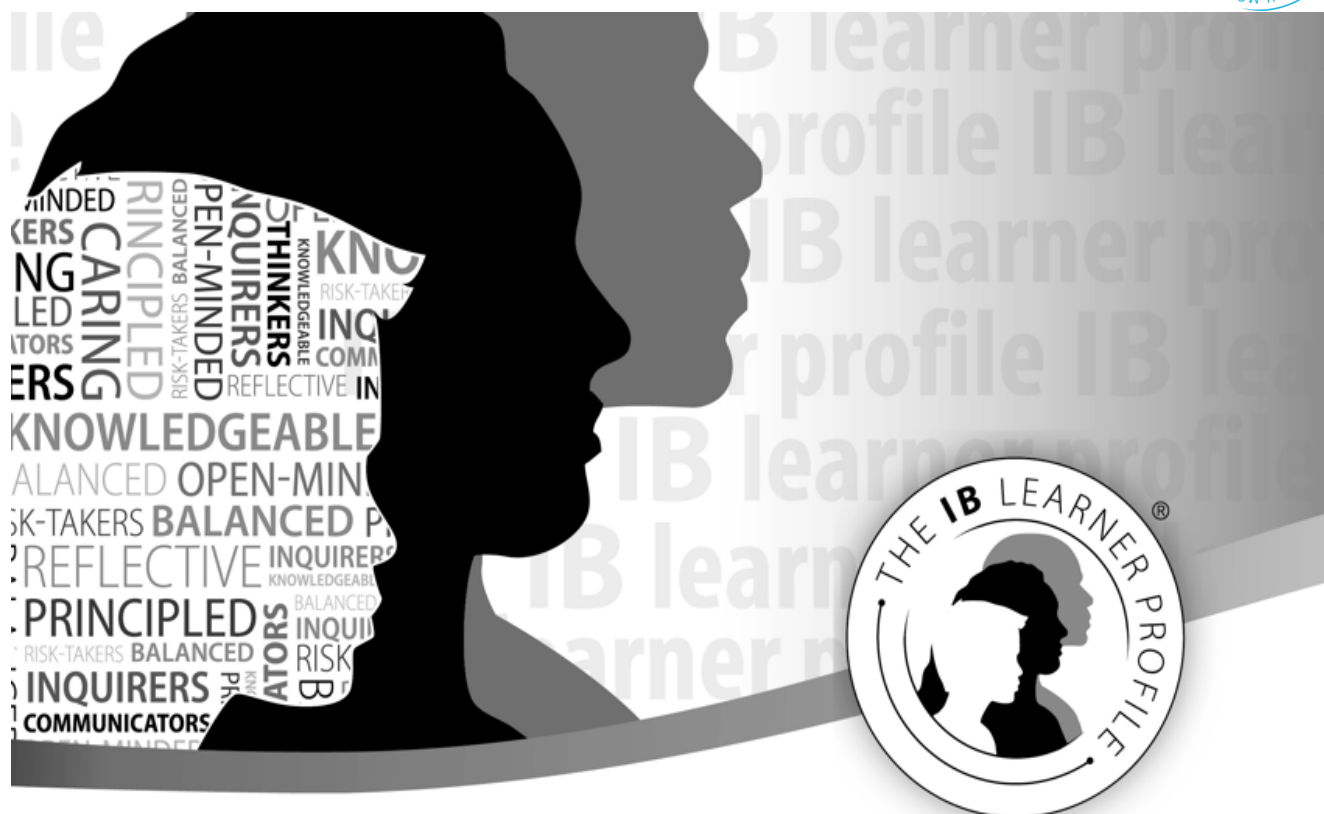
Building Global Citizens

IB Mission statement

The International Baccalaureate Organization 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 IBO 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.

School Mission Statement

- This is an IB world school that creates independent, knowledgeable and caring individuals
- This fosters life long learners in a safe and supportive environment
- This provides academic excellence through a high quality education
- This develops values and skills for the world of tomorrow
- This inspires action and contributes to the local, national and international communities



IB learner profile

The aim of all IB programmes is to develop internationally minded 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:

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.

Table of Contents

IB Education	5
Centres on learners	5
Develops effective approaches to teaching and learning	6
<i>Approaches to Learning (ATL)</i>	6
Approaches to teaching	7
Based on Inquiry	7
Focussed on Conceptual understanding	7
Developed in local and global contexts	8
Works within global contexts	10
<i>Student-initiated action</i>	10
<i>How Service as Action is recorded in our school</i>	11
<i>The projects</i>	12
Explores significant content	12
Language and Literature - Norwegian/English	13
<i>Norwegian</i>	15
English	15
Language Acquisition - French / Spanish / Norwegian / English	15
Spanish and French-	16
Norwegian-	17
English-	18
Design	18
Arts	20
<i>Physical and Health Education</i>	21
<i>Individuals and Societies</i>	22
Science	23
Aims	23
Maths	25
Supporting Lessons in the MYP	26
Class time	26
Careers Counselling program	27
Electives	30
Fysak- Physical Activity	30
Requirements for Fysak	30
Assessment in MYP	30
Homework Guidelines	34
School Day for MYP students	35

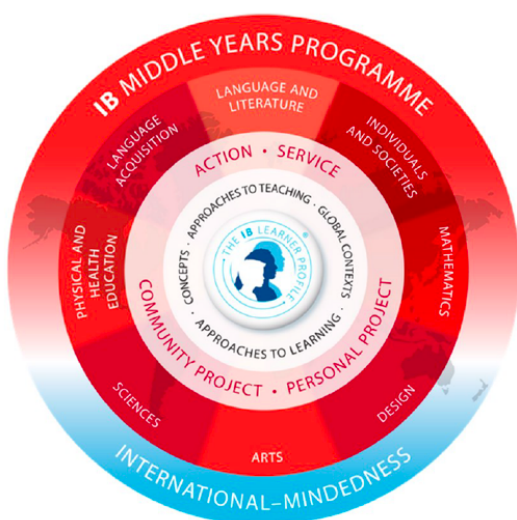
IB Education

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.

Informed by these values, an IB education:

- **Centres on learners** (IB learner profile)
- **Develops effective approaches to teaching and learning** (Inquiry, Action, Reflection)
- **Works within global contexts** (Global Engagement, Multilingualism and intercultural understanding)
- **Explores significant content** (Broad and Balanced, Conceptual and Connected)

Working together, these four characteristics define an IB education. All models in the IB depict these characteristics. An IB Education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need - for both academic and personal success. IB programmes aim to help students explore and construct their own personal and cultural identities.



© International Baccalaureate Organization 2018

Middle Years Program (MYP)

Centres on learners

At the centre of all IB program models is the learner profile. This profile brings to life the aspirations of the IB curriculum and it underpins and promotes the development of the student centred education. Each unit of inquiry has one or more focus learner profiles that are connected to the unit of inquiry.

Develops effective approaches to teaching and learning

This is shown in the first ring that is around the learner profile in the model above. It describes the features of the MYP program that help students develop disciplinary and interdisciplinary understanding. It is a combination of 4 key areas.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them 'learn how to learn'.

ATL skills are present in every unit in every subject and they encompass both general and discipline specific skills. These general "tools for learning" can be tailored to meet the specific needs of the students and the school. ATL skills empower students to succeed in meeting the challenging objectives of MYP subjects and prepares them for further success in rigorous academic programmes such as the DP and the IB Career-Related Certificate. The focus of ATL skills in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning.

There are ten Approaches to Learning skills that are organised into 5 clusters. These are explained below.

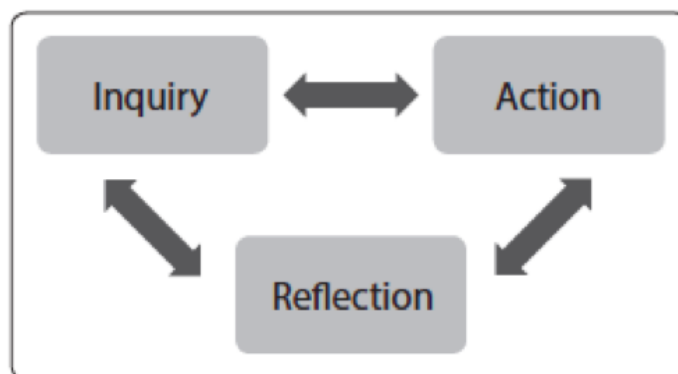
Communication	I. Communication Skills	
	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
Social	II. Collaboration skills	
	Working effectively with others	How can students collaborate?
Self-management	III. Organisation skills	
	Managing time and tasks effectively	How can students demonstrate organisation skills?
	IV. Affective skills	
	Managing state of mind <ul style="list-style-type: none"> • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience 	How can students manage their state of mind?
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
Research	VI. Information literacy skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media literacy skills	

	Interaction with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	VIII. Critical thinking skills	
	Analysing and evaluating issues and ideas	How can students think critically?
	XI. Creative thinking skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?

Approaches to teaching

Based on Inquiry

The MYP pedagogy includes collaborative learning that is based on inquiry. This is a constructivist's approach where there is an interplay between asking (inquiry), doing (action) and thinking (reflection). This leads towards an open classroom where different views and perspectives can be valued.



Inquiry based teaching and learning can occur in many forms and are evident in methods of teaching such as problem and project based learning, case-based learning and discovery learning. The main goal for the teacher is to ensure that students are able to find their own information and construct their own understanding.

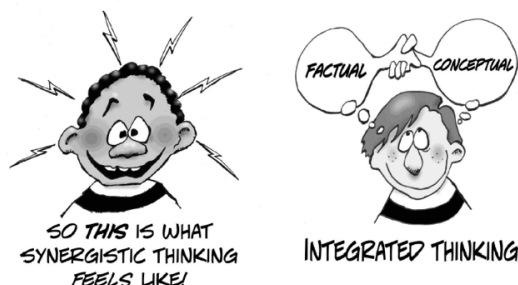
Focussed on Conceptual understanding

Concepts are the 'big ideas' and they are mental constructs that are timeless, universal and abstract. They promote higher levels of thinking. Concepts represent a vehicle for student 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 can be within and across subjects.

Research on a concept based curriculum has shown that:

- this creates connections to prior experience and finds relevance synergistically

- b) works with factual level of knowledge to develop the intellect
- c) creates deeper understanding at the factual and conceptual levels
- d) recognizes the transferability of knowledge
- e) becomes the springboard for *inspiration* and *action*



In the MYP program there are prescribed **key concepts** and **related concepts**. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB schools offering the MYP:

16 Key Concepts –

These concepts can be related to all subject groups in the MYP.

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

Related Concepts –

Each subject group has suggested concepts that are specifically related to the subject. These have been assigned by the IB and are used to help develop units of inquiry.

Developed in local and global contexts

Subject content is taught through the Global Contexts. These are perspectives or themes that are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Teaching and learning in the MYP involves understanding concepts in context.

These particular contexts were chosen to:

- a) *Align with the PYP trans-disciplinary themes*
- b) *Encourage international mindedness and global engagement within the program*
- c) *Provide concrete perspectives for teaching and learning*





The Global Contexts are utilised as a common point for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the

powerful themes of global significance that structure teaching and learning in Primary Years Program creating relevance for our adolescent learners.

PYP Trans-disciplinary Theme	MYP Global Contexts	Focus Questions in MYP
Who are we Where we are in place and time	Identities and Relationships Orientation in space and time	Who am I? Who are we? What is the meaning of where and when? What is the nature and purpose of creative expression?
How we express ourselves	Personal and cultural expression	How do we understand the world in which we live?
How the world works	Scientific and technical innovation	How is everything connected?
How we organise ourselves	Globalisation and sustainability	What are the consequences of our common humanity?
Sharing the planet	Fairness and Development	

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

 <h2>Orientation in Space and Time</h2> <p><i>What is the meaning of “when” and “where”?</i></p> <p>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.</p>	 <h2>Identities and Relationships</h2> <p><i>Who am I? Who are we?</i></p> <p>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.</p>
 <h2>Scientific and Technical Innovation</h2>	 <h2>Globalisation and Sustainability</h2> <p><i>How is everything connected?</i></p>

<p>How do we understand the worlds in which we live?</p> <p>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.</p>	<p>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.</p>
 <p>Personal and Cultural Experience</p> <p><i>What is the nature and purpose of creative expression?</i></p> <p>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.</p>	 <p>Fairness and Development</p> <p><i>What are the consequences of our common humanity?</i></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

Works within global contexts

This is shown in the second ring of the program model and describes some of the important outcomes of the MYP. This is the inquiry based learning that occurs in every unit of inquiry. There are 2 main outcomes that can be seen.

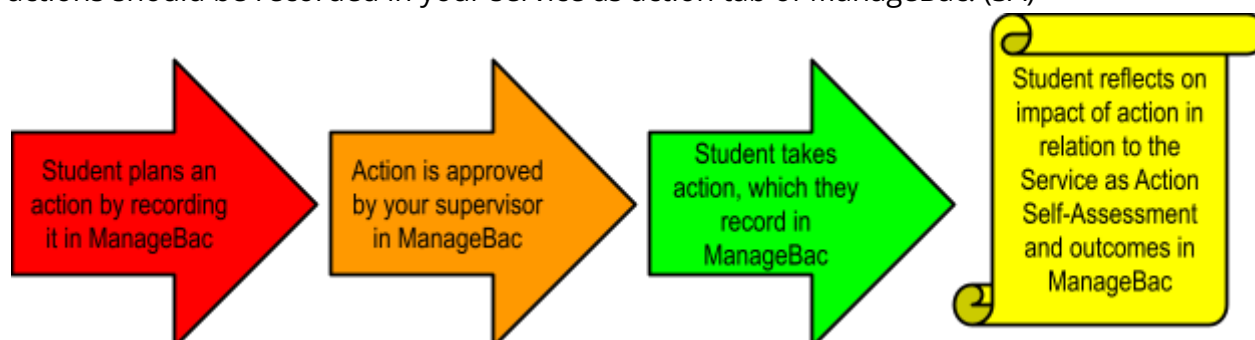
Student-initiated action

This could involve a service to the community. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve students in:

- Showing empathy towards others
- Making small-scale changes to their behaviour
- Undertaking larger and more significant projects
- Acting on their own
- Acting collaboratively
- Taking physical action
- Suggesting modifications to an existing system to the benefit of all involved
- Lobbying people in more influential positions to act

How Service as Action is recorded in our school

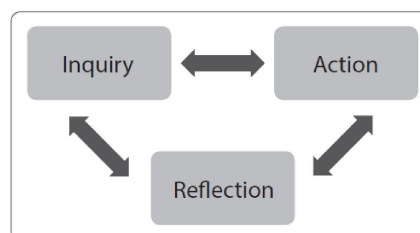
In MYP students need to keep record of the actions that they have taken. These actions should be recorded in your service as action tab of ManageBac. (SA)



They need to propose the action and have it approved by their contact teacher. This could build on activities from a unit or it could come from the students own area of interest. They need to describe what they intend to do in line with the Service as Action objectives. Once they have approval teachers will be checking regularly on the progress of these students. Students will automatically be sent reminders when they are not logging into ManageBac or reviewing their service as action tasks throughout the year.

The amount of hours spent is not as important as the process. Both will be included in your reports during the year.

Planning (Inquiry): Students need to identify and make a proposal to their advisers before taking an action for approval via ManageBac. In most instances this will be the Contact Teacher. This involves researching to find out where help is needed.



Action: This is the part where students actually take action to benefit your community! They are expected to demonstrate responsibility and communication skills. Students should show effort throughout their activity or project via updates in ManageBac.

Reflection: This is the opportunity for students to think about what they have achieved and enter their thoughts and reflection in ManageBac for final consideration. Students reflection **must** articulate which level your Service as Action is using the the Self Assessment Rubric.

Each stage of Service as Action activities will be assessed by the student and approved using one of three categories; **Introductory**, **Developing** and **Proficient**.

MYP Learning outcomes for service:

With appropriate guidance and support, MYP students should, through their engagement with Service as Action:

- Become more aware of their own strengths and areas of 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 student's self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their learning participation in service, students can become more confident, self-regulated learners. (*Principles to Practise, 2014, pg 24*)

All Service as Action activities **should not be for personal profit or part of normal house chores**. The Service as Action needs to be approved by your contact teacher in most instances. It would be ideal, but not necessary for students to have a combination of both 'in school' and 'out of school' Service as Action.

There is more detailed information refer to the Service as Action Handbook that is distributed to the students every year.

The projects

In our school, the personal project in MYP10 is the culminating activity with the students. This is similar to the PYP exhibition, but with MYP students demonstrating their understanding of the MYP program through a personal project.

The personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

Explores significant content

This is shown in the third ring of the program model and demonstrates the broad and balanced curriculum structure. This is shown by

- The equal distribution of the 8 key subject groups. Language and Literature, Language Acquisition, Individuals and Societies (Humanities), Sciences, Mathematics, Arts, Physical & Health Education and Design
- Subject groups presented without distinct lines between them to represent the interdisciplinary nature of the program. The subject groups are planned and connected through the global contexts and the key concepts
- Integrated disciplines are taught and assessed within a subject group. In our school History/Geography are taught in Individuals and Society; and Biology / Chemistry / Physics / Geology are taught in Sciences; Information Technology and Food Technology are taught in Design

IB Subject	MYP 7	MYP 8	MYP 9	MYP 10
Maths	4 hours	3 hours	3 hours	3 hours
Extended Maths				2 hours*

Sciences	4 hours	3 hours	3 hours	3 hours
Language & Literature English	3 hours	3 hours	3 hours	3 hours
Language & Literature Norwegian	3 hours	3 hours	3 hours	3 hours
Language Acquisition - Spanish/French		3 hours	3 hours	3 hours
Design	2 hours	2 hours	2 hours	2 hours*
Arts	2 hours	2 hours	2 hours	2 hours**
Physical and Health Education	2 hours	2 hours	2 hours	2 hours
Individuals and Societies (Humanities)	3.5 hours	3 hours	3 hours	3 hours
Class time	1.5hr	1hr	1hr	1hr
Fysak	1hr	1hr	1hr	1hr
Electives	1hr	1hr	0.5 hr	0.5 hr
Careers Counselling / Personal Project			0.5 hr	0.5 hr
Total Hours	27 hours	27 hours	27 hours	27 hours

*Students are given the option of withdrawing from Design classes in MYP 10 and taking an online extended maths course offered by local highschools in Norwegian

**Students are given an option to specialise in Visual Arts or Performing Arts in MYP10

Language and Literature - Norwegian/English

In our school we have both Norwegian and English as the Language and Literature IB subject.

Aims

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.

Objectives

These objectives relate directly to the assessment criteria found in the “Assessed curriculum” section of this guide.

Objective A: Analysing

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

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

Objective B: Organizing

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

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

Objective C: Producing text

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

- 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
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

Objective D: Using language

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

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

Norwegian

Year 7	Year 8	Year 9	Year 10
Unit 1: Beginnings Unit 2: This Dish Unit 3: Change Unit 4: The Vikings	Unit 1: Communication Unit 2: Newspaper Unit 3: The Sámis Unit 4: From lyrikk to lyrics	Unit 1: Dramatic! Unit 2: Norge.Noreg Unit 3: Investigating work life Unit 4: A good writer! Unit 5: World War 2 in Trondheim	Unit 1: Identity, roles and relationships Unit 2: An author study Unit 3: Hero and antihero Unit 4: I can make you laugh!

English

Year 7	Year 8	Year 9	Year 10
Unit 1 - What's Your Style? Types of Writing Unit 2 - I Lend You My Ear: Oral Communication Unit 3 - Storytelling: Fables, Folktales & Other Stories Unit 4 - Intertextuality: The Hero's Journey	Unit 1 - Vast As the Ocean: An Introduction to Poetry Unit 2 - Justify Your Point: Expository Essays Unit 3 - Digging Deeper: <i>The Giver</i> Novel Study Unit 4 - Do Something Worth Writing: Memoirs	Unit 1 - Who Did It? Detective Fiction. Unit 2 - The Beast in all of us? A Novel Study. Unit 3 - Your Informed Opinion: Speeches and Debates Unit 4 - All The World's a Stage: Shakespeare	Unit 1 - The Author is Dead: Literary Perspectives Unit 2 - Watch Your Thoughts: Documentaries Unit 3 - Social Identity: A Novel Study. Unit 4 - Songs and Poems for Change.

Language Acquisition - French / Spanish / Norwegian / English

Aims

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.

Objectives

The objectives of MYP language acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purpose.

"Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication." (Lanning 2013: 19). They are designed to enable students to become multiliterate by developing their oral literacy (oracy), visual literacy (visuacy) and written literacy (literacy).

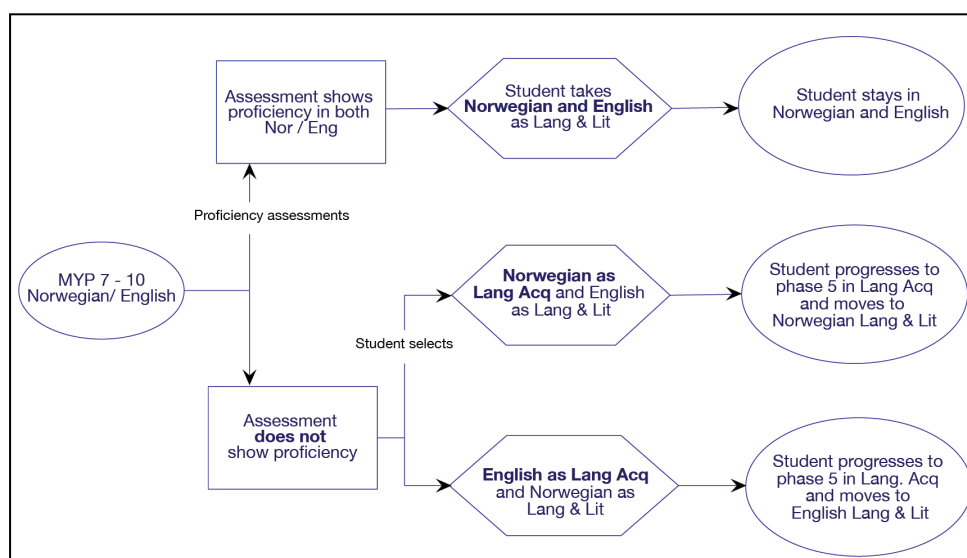
The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing. They are **Listening, Reading, Speaking and Writing**.

Spanish and French-

Year 8 (Phase 1)	Year 9 (Phase 2)	Year 10 (Phase 3)
French: Unit 1: Let's go	French: Unit 1: In town	Unit 1: What have you done?

Unit 2: My routine Unit 3: I live here Unit 4: My hobbies	Unit 2: Let's eat Unit 3: Youth Culture Unit 4: Let's go on vacation	Unit 2: Our world Unit 3: What do you think? Unit 4: Sustainability
Spanish units: 1. Let's go 2. My people 3. My school day 4. My favourite activity 5. Going out	Spanish units: 1. Mi casa 2. I'm going to be a... 3. Un día en mi vida 4. What have you done? 5. Bueno, mejor, el mejor 6. Me gustas tú	

To support students who are new to Norwegian and English, we have created language pathways for students in MYP. This allows students to select Norwegian or English as a language acquisition class. Students can learn Norwegian or English along with other students at a similar level. This could be a multi-age class with students from PYP5 to MYP10 given this option to select. Students will be able to select this every year until they have sufficient proficiency to access the Language and Literature classes in Norwegian and English. For a more detailed explanation, refer to the Language policy on the school website.



Norwegian-

Phase 1	Phase 2	Phase 3	Phase 4
Unit 1: Greetings Unit 2: At school, at home Unit 3: Winter time Unit 4: Hobbies Unit 5: Let's eat!	Unit 1: In town Unit 2: Hobbies and spare time Unit 3: Youth culture Unit 4: My holidays	Unit 1: Digital storytelling Unit 2: Dining out Unit 3: Let's go to the movies Unit 4: Work life	Following and adjusting to the Language and Literature units

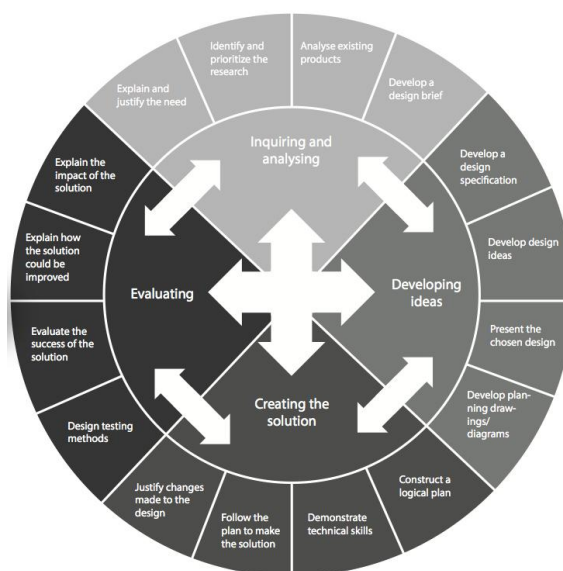
		Unit 5: To infinity and beyond	
--	--	--------------------------------	--

English-

Phase 1	Phase 2	Phase 3	Phase 4
	Unit 1: Families Unit 2: When I was younger Unit 3: Digital Storytelling Unit 4: My holiday		Follows similar units for Language & Literature appropriate for grade level.

Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing people to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user. Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; and how we work and live.



Aims

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.

Objectives

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Together these objectives reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

A- Inquiring and analysing

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

- explain and justify the need for a solution to a problem for a specified client/target audience
- identify and prioritize the primary and secondary research needed to develop a solution to the problem
- analyse a range of existing products that inspire a solution to the problem
- develop a detailed design brief which summarizes the analysis of relevant research.

B - Developing ideas

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

- develop a design specification which clearly states the success criteria for the design of a solution
- develop a range of feasible design ideas which can be correctly interpreted by others
- present the final chosen design and justify its selection
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C - Creating the solution

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

- 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
- demonstrate excellent technical skills when making the solution
- fully justify changes made to the chosen design and plan when making the solution
- present the solution as a whole, either:
 - in electronic form, or
 - through photographs of the solution from different angles, showing details.

D - Evaluating

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

- 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.

Year 7	Year 8	Year 9	Year 10
Unit 1- Information Systems Unit 2- This Dish Unit 3- The Shack	Unit 1- Pack it and tag it Unit 2- Jewellery Design Unit 3- Combat Pillow	Unit 1- Retro Game Character Design Unit 2- Set Design Unit 3- Flight Unit	Unit 1- Improve This Unit 2- Unit 3- Construction from zero

Arts

Aims

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

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

Objectives

A. Investigating

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

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement or genre

B. Developing

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

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

C. Creating/Performing

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

- i. create or perform an artwork.

D. Evaluating

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

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Year 7	Year 8	Year 9	Year 10
Unit 1- Cubism: Changing Perspectives Through Art Unit 2 -Creative movement Unit 3 - Blues	Unit 1- The Decades of Pop and Rock Unit 2- Theatre traditions Unit 3- Mythical Creatures	Unit 1- Horror! Unit 2- Print Unit Unit 3- Show Don't Tell (Silent Film) Unit 4- Produce ThiS	<u>Performing Arts</u> Unit 1 - World of music Unit 2 - Magic music box Unit 3 - Modernism <u>Visual Arts</u> Unit 1 - Experimental Self Portrait Unit 2 - Modernism

Physical and Health Education

The taught curriculum of physical and health education focuses on three main areas.

- Physical- and health-related knowledge
- The skills and techniques needed to put this knowledge into practice
- The attitudes required to lead a physically active and healthy lifestyle

Aims

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

Objectives

A. Knowing and understanding

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

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

B. Planning for performance

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

- design, explain and justify plans to improve physical performance and health
- analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

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

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

D. Reflecting and improving performance

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.

Year 7	Year 8	Year 9	Year 10
Unit 1 - How much is too much	Unit 1 - Dive hard	Unit 1- Physical fitness and personal health	Unit 1 - Ball sports: Volleyball and net games
Unit 2 - Interactive spaceballs	Unit 2 - Lifestyle choices, energy and health	Unit 2 - Everybody can dance	Unit 2 - Dynamite moves
Unit 3 - Dynamic adjustment	Unit 3 - Ball sports: Basketball	Unit 3 - Understanding Healthy Relationships	Unit 3 - Team games
Unit 4 - Can you save yourself?	Unit 4 - Movement composition: Aesthetics in sport	Unit 4 - Ball sports: Football and movement games	Unit 4 - To be hooked?

Individuals and Societies

Aims

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.

Objectives

A. Knowing and understanding

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

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

B. Investigating

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

- I. formulate a clear and focused research question and justify its relevance
- II. formulate and follow an action plan to investigate a research question
- III. use research methods to collect and record relevant information
- IV. evaluate the process and results of the investigation.

C. Communication

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

- I. communicate information and ideas using an appropriate style for the audience and purpose
- II. structure information and ideas in a way that is appropriate to the specified format
- III. document sources of information using a recognized convention.

D. Thinking critically

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.

Year 7	Year 8	Year 9	Year 10
Unit 1- Mapping Our Identities	Unit 1- Who am I? Historical Evidence	Unit 1- Why Save it?	Unit 1- What is Geography?
Unit 2- The Course of Empire	Unit 2- Medieval Times	Unit 2- Belief Systems	Unit 2- The Causes and Consequences of the First World War
Unit 3- Worldviews: In Partnership With Land	Unit 3- Urbanisation	Unit 3- Revolutions & Tipping Points	Unit 3- The Power of Community
Unit 4- Introduction to Governance & Democracy: It's All Greek to Me	Unit 4- I Think, Therefore You Are	Unit 4- WWII and the Birth of Global Citizenship	Unit 4- The Big Freeze: Freedom and Identity During the Cold War

Science

Aims

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 nonliving environments
- reflect on learning experiences and make informed choices.

Objectives

A. Knowing and understanding

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

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments

B. Inquiring and designing

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

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

C. Processing and evaluating

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

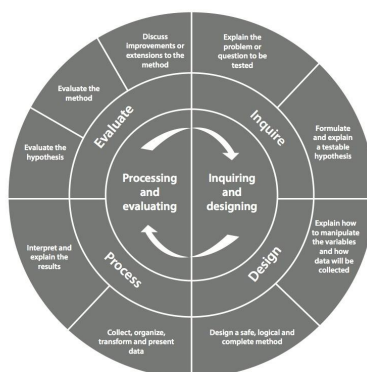
- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method.

D. Reflecting on the impacts of science

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

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

The scientific process of inquiring, designing, processing and evaluating is represented by MYP sciences objectives B (inquiring and designing) and C (processing and evaluating). The visual representation below shows the dynamic relationship between the four areas of experimental design and reporting.



YEAR 7	YEAR 8	YEAR 9	YEAR 10
Unit 1: Kingdoms of Life (Biology) Unit 2: The Cell (Biology) Unit 3: Dynamic Earth and Space (Earth and Space Science) Unit 4: Energy and Sustainability (Physics)	Unit 1: The Atom (Chemistry and Physics) Unit 2: Body Systems, Energy and Wellbeing (Interdisciplinary with PHE) Unit 3: Understanding Change: Chemical Reactions (Chemistry) Reproduction. How did we get here? (Biology)	Unit 1: Principles of Ecology (Biology) Unit 2: Carbon and Organic Compounds (Chemistry) Unit 3: Interactions of Matter 2 (Chemistry) Unit 4: Making Sense of Electrical Circuits (Physics)	Unit 1: Stoichiometry (Chemistry) Unit 2: Hit the target (Physics + Math). Interdisciplinary unit) Unit 3: "Pass it on" Reproduction (Biology) Unit 4: Evolution (Biology)

Maths

Aims

Teaching and learning Mathematics are to encourage and enable students to:

- Recognize that mathematics permeates the world around us
- Enjoy mathematics and to develop an appreciation of its elegance and power
- Communicate clearly and confidently in a variety of contexts and to reflect critically upon their own work and the work of others.
- Demonstrate logical, critical and creative thinking, and patience and persistence in problem solving
- Appreciate how developments in technology and mathematics have influenced each other
- Apply and transfer skills to a wide range of situations including real life, other areas of knowledge and future developments
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

Objectives

A. Knowing and understanding

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

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

B. Investigating patterns

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

- select and apply mathematical problem-solving techniques to discover complex patterns.
- describe patterns as general rules consistent with findings.
- prove, or verify and justify, general rules.

C. Communicating

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

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure.

D. Applying mathematics in real-life contexts

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

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

Year 7	Year 8	Year 9	Year 10
Unit 1: Number and number systems Unit 2: Measurement Unit 3: Algebra Unit 4: Statistics Unit 5: Geometry and Parallel Lines	Unit 1: Fluctuating Numbers Unit 2: Algebra Unit 3: Geometric construction Unit 4: Coordinate Geometry	Unit 1: Number and Sets Unit 2: Quadratics Unit 3: Geometry and Trigonometry Unit 4: Statistics	Unit 1: Number sequence Unit 2: Hit the target Unit 3: Functions Unit 4: Probability

Supporting Lessons in the MYP

Class time

This lesson is in line with Norwegian requirements concerning section 9a of the students working environment. During this time students will:

- Have time together as a group to discuss class issues with their student representatives
- Develop a deeper understanding of the IB curriculum
- Participate in activities to further develop an understanding of ATL skills
- Organise fundraising activities associated with ATL skills
- Study hall to work on homework
- Teachers may schedule a catch up lesson in a particular subject
- Learn how to use the learning platform as a tool to help organise
- Learn to structure a good reflection
- Discuss issues raised by contact teachers concerning that specific year
- Service as Action follow up
- Monitoring and reviewing Psycho-social incidents

- Review portfolios, set targets, prepare for assemblies
- Have guest speakers come to the class

Class Time -

MYP10 meets twice a week. Each lesson is half an hour

MYP9 meets twice a week. Each lesson is half an hour

MYP8 meets twice a week. Each lesson is half an hour

MYP7 meets 3 times a week. 2 lessons are 30 minutes, the one lesson is 1 hour every second week.

Careers Counselling program

MYP 9

January

Unit: *Investigating work life*

- Vilbli.no is introduced to the students with other resources regarding inquiring about education and professions
- Learn how to write application and CV
- Learn about and reflect around professional work life
- Students get booklets and tasks from the counsellor throughout the counselling program
- Reflection tasks about interests and strengths
- Learn how to act in a job interview setting, role play

Students start applying for a job for the Work Week

Online Resource	Username	Password	Skolekode
Skoletest.no (Counselling tool)	this	FD87	
Fagfilm.no (additional online tool)	rådgiving@this.no	FD8787	fojåg

These web pages have lots of information about High School, higher education and a wide range of professions. There is an interesting test that the students will take, and a wide variety of useful information videos that the students can watch whenever needed.

March/April

Work Week: investigating a profession

- First week after the Easter break
- 4 days
- Students hold a presentation about one profession and one education option after the Work week

May/June

Introduction to High School sessions held by Career Counselor

- General studies/Studieforberedende utdanningsprogram
- General and specialized university admission certification/
Generell og spesiell studiekompetanse
- International Baccalaureate Diploma Program
- United World Colleges

MYP 10

August

- Information sessions, students learn about all High School programs and work on the career counselling goals as stated in the Career Counselling Program.
- Activities and tests to reflect further upon interests and strengths (building on MYP 9 counselling program).
- IB Diploma Program students from Trondheim Katedralskole will have an information session with MYP 10 students to inform them about the program. They will explain their own experiences and answer questions during a close dialogue with our students.
- United World Colleges representatives present the international program

September: Parent meeting regarding high school

Information meeting regarding High School admissions. The meeting is for both public and private schools. It is held by the admission office (Seksjon for elevtjenester og inntak i Trøndelag).

September: Information meeting about High School admission will be held by the Careers Counsellor only for parents and students at Trondheim International School.

This meeting is for English speaking students and parents and will repeat the same information that was given at the information meeting held by the admission office. In addition, there will be a lot more information provided than in the public meeting. All parents and students are welcome.

The meeting will first give information about the public school system. The second part is about the IB Diploma Program. First a brief introduction to the program is provided. Students and parents who wish to discuss the IB Diploma Program together will be given the opportunity at the end of this session. This is an informal relaxed conversation we traditionally have where parents and students talk about expectations and share knowledge about the IB DP program.

Karrieredagene (Career days)

High School visits to learn about vocational education programs

The visits to inquire about High Schools and the education programs offered will be arranged by Trondheim kommune. All students in Trondheim, from both public and private schools, follow the same program called "Karrieredagene". This is three visits to various schools where students will meet representatives from all education programs to get more information and understanding of the content of the programs. The counsellor will bring the students to the venues.

Apply for one whole day of high School visits October

Use hospitering.no and apply through there with support from the counselor. Students go one day to inquire more about an education program they find interesting.

October/November: Operasjon Dagsverk

- We encourage students to participate in this charity where students work for one day to raise money for this organization.
- We encourage students to investigate a profession that they are curious about
- Parents can support students in finding a job

- It is allowed to work at home
- Earn 300 NOK,-
- We have cash free solution

October/November: One day High School visits. The precise dates will vary a bit according to the education program.

High School visits are conducted. Most happen in week 45-46. Students get one whole day to get more experience from an education program they are considering to undertake. The precise dates will vary according to which education program the individual students will visit.

November - February: One-on-one counseling sessions

One on one counselling sessions between Career Counsellor and students begin. All students get one session to plan out their High School applications and to talk about higher education and career. The students will get preparation tasks beforehand.

December/January: MinID arrives in the mail.

This is the access pin codes for a number of official websites like altinn.no. It is the responsibility of the students and parents to keep track of this code as the students will use these codes to access their application for High School.

January/February

High Schools arrange open house meetings

- These meetings are announced by the counsellor
- It is your responsibility to check this regularly and to attend
- Very interesting and useful arrangements, so it is recommended to attend if you consider applying

Open House meeting about Diploma Program

Trondheim Katedralskole holds an information meeting about the IB Diploma Program led by the DP coordinator on the same day as the regular Open House meeting at Trondheim Katedralskole in January. All students who are considering applying to the IB Diploma Program should attend this meeting. We recommend parents to attend as well to get a better understanding of the program.

February 1st

- Application deadline for High School for language minority students is February 1st
- The Career Counsellor will provide support

March 1st

- Application deadline for High School is March 1st
- Students need MinID to access the online application form
- Application is located on vigo.no
- Students will apply together with Career Counsellor at school
- It is the responsibility of the parents and students to make sure that the students have filled out everything in the online application, and ensure that the box for "forhåndssvar" is ticked

Electives

Once a week all MYP students are given the opportunity to take part in an elective. This course is designed to foster the love of learning in our school community.

In the first semester, MYP7, 8 and 9 will be given an option to select an elective. MYP 10 will be having Personal Project lessons with the coordinator and Careers Counselling lessons.

In the second semester, MYP7, 8 and 10 will be given an option to select an elective. MYP 9 will be having Personal Project lessons with the coordinator and Careers Counselling lessons.

Fysak- Physical Activity

To promote a balanced healthy life, we have implemented and included 'Fysak' or Physical Activity into our weekly schedule in MYP. We have included this on the days that students would not normally have PHE in their schedule. The students and staff have worked together to develop a rotation of activities that promote cross class interaction and participation within the MYP.

Below is a list of requirements that have been developed to support the implementation of this ideal.

Requirements for Fysak

- The activities should be physically and mentally health-promoting.
- The activities aim to give the students joy and good feeling.
- The activities will help improve motor skills.
- It will be facilitated for various activities that provide a varied school day.
- The activities must be regular.
- All students shall be given the opportunity to participate regardless of their ability to function or other prerequisites.
- The activities will promote social competence.
- Schools can not accumulate time for physical activity by arranging a specific day, eg; sports days, ski days etc.
- The hours of physical activity involve an extension of the school day and shall not replace free time.
- The students are split into multi-age groups that will consist of students from every year level in the MYP.

Assessment in MYP

How the Student and their Work is Assessed

At our school we follow the guidelines created by the IBO. The IBO has developed assessment criteria against which the student's work will be assessed.

The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on their level of achievement and help them set goals and to see where they need to improve.

The criteria may be modified to suit the task assigned in the subject. However, for the final assessment in MYP10, teachers must use unaltered IBO criteria and descriptors for reporting, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

MYP Subject Criteria

All MYP subjects have 4 criteria A, B, C and D except for the Personal Project. Each task that is set by a teacher is levelled according to the student's achievement from 1 to 8. The 4 criteria are assessed at least twice every year in every subject as a minimum. Students will always receive a rubric outlining what they need to do to achieve at each level in the criteria.

At the end of the year teachers add together the students final achievement levels in all criteria for their subject group. When teachers look at the criteria in each subject they **do not use an average** but a best fit approach. This means that if a student is consistently working at a level 7 and performs badly in one assessment and receives a 3, the final level of achievement should not be affected as they are consistently working at the higher level.

Overview of Subject Criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and 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 and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

How the final grade is achieved in the IBO grading system

1. There are a set of objectives for each subject to match the assessment criteria
2. Every subject has 4 criteria each. (except for Personal Project and Interdisciplinary units)
3. Each criteria in every subject has numerical bands from 1-8.
4. The students' work is assessed based on the level of achievements for each criterion. These are found in the rubric for each subject.
5. The final achievement level for each of the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgement. The professional judgement is referred to as the 'best-fit approach'. This allows the teacher to select the achievement level that best describes the students' work in all.
6. After having worked out the achievement levels for each criteria, these achievement levels are added up for each subject. The teacher then applies the grade boundaries to determine the final grade for each specific subject.

MYP general grade descriptors

Grade	Boundary Guidelines	Norwegian Equivalent	Descriptor
1	1-5	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, rarely using knowledge of skills.
2	6-9	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.
3	10-14	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.
4	15-18	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.
5	19-23	4.5	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, often with independence.
6	24-27	5.5	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	6	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.

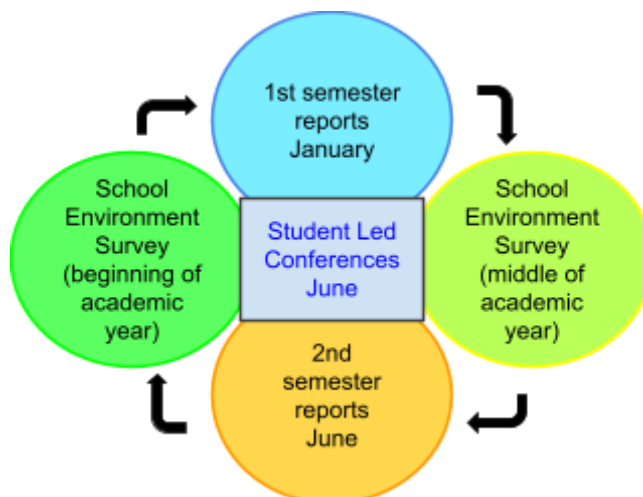
Reporting in the MYP

At this we have a number of ways to communicate or report on student work. Below is a table that outlines the expectations.

	What does this look like?
Feedback on student work	MYP: <ul style="list-style-type: none"> - Expect a minimum of 1 formative and 1 summative task recorded in ManageBac per unit of inquiry (<i>Will include task sheet</i>) - Report assessed work in gradebook no later than 2 weeks* after due date - Comments Related to Student Work: are expected to focus on learning objectives with regards to positives and potential areas for improvement when applicable
Update ManageBac regularly	MYP: <ul style="list-style-type: none"> - Teachers will check calendar regularly before adding homework or assessments to help manage student workload across year levels - Post Homework/Assessment tasks on ManageBac calendar using agreed conventions: <ul style="list-style-type: none"> • in class at assessment/subject/title of task • homework/subject/ title of task
School Environment Surveys	MYP - Collect data through surveys and then meet, collaboratively set goals with parent/teacher/student, Teachers review data and set agreed goals for the class to focus on. Send letter for inconsistent attendance
Report Cards	The school produces semester reports twice a year that include comments and academic progress as outlined below in awarding semester grades
Student Led Conferences	<p>Is organised once a year; provides an opportunity for students to share their learning in a portfolio and set goals for the following year.</p> <p>MYP - Focuses on learner profile, Approaches to learning and that all subjects are represented. Can be electronic and in a hard copy folder.</p>

Parents, students and the school staff are all valued as contributors to the reporting process and share in the responsibility for learning and accounting for student's progress. Since students are at the centre of all reporting, it follows that they should lead a part of the reporting procedure. Our reporting cycle is designed to accommodate all these people in this process.

At This we have created a reporting cycle as part of our assessment:



Part of the reporting cycle includes Student Led Conferences, which take place in June.

Student led conferences as a tool for reporting:

Our student led conferences are designed to show the growth and development of the students as they work towards taking ownership of and responsibility for their learning.

Homework Guidelines

MYP suggested guidelines: At times students may feel like they are being inundated with homework, particularly in MYP at the end of units of inquiry. Students are best supported by considering Approaches To Learning (ATL) / Transdisciplinary Skills to best manage work on a regular basis and not leaving things to build up the night before assignments are due. Teachers do their best to manage work assigned outside of class and help build and nurture appropriate ATL/Transdisciplinary Skills related to time management and organization. Before parents/caregivers contact individual subject teachers it is suggested parents/caregivers engage their children with the following questions to help support developmental learning skills.

1. Did you have lesson time to complete this task?
2. Did you use the lesson time appropriately?
3. How long have you had for each particular assignment?
4. Has your child missed a lot of schooling?
5. Does your child check the courses relevant to them on ManageBac?

*MYP 7	A maximum of 60 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using ManageBac)
--------	--

*MYP 8	A maximum of 75 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using ManageBac)
*MYP 9	A maximum of 90 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using ManageBac)
*MYP 10	A maximum of 105 minutes per night for all subjects (Students expected to manage their workload for each of the subjects using ManageBac)

School Day for MYP students

	Mon	Tues	Wed	Thurs	Fri
8:30-9:30	Lesson 1 (1hr)	Lesson 1 (1hr)	Lesson 1 (1hr)	Lesson 1 (1hr)	Lesson 1 (1hr)
9:30-10:30	Lesson 2 (1hr)	Lesson 2 (1 hr)	Lesson 2 (1hr)	Lesson 2 (1hr)	Lesson 2&3 (1.5 hrs)
10:30-11:00	Lesson 3 Class time (30 minutes)	Lunch (30 minutes)	Lunch (30 minutes)	Lesson 3 Class time (30 minutes)	
11:00 - 11:30	Lunch (30 minutes)	Lesson 3 Fysak (30 minutes)	Lesson 3 (1hr) *(11:00 - 12:00)	Lunch (30 minutes)	
11:30 - 12:30	Lesson 4 (1hr)	Lesson 4 (1hr)		Lesson 4 Fysak (30 minutes) *(12:00 - 12:30)	Lesson 4 (1hr)
12:30 - 13:30	Lesson 5 (1hr)	Lesson 5 (1hr)	Lesson 5 (1.5 hrs)	Lesson 5 (1hr)	Lesson 5 (1hr)
13:30 - 14:00	Outside Break (30 minutes)			Outside Break (30 minutes)	
14:00-15:00	Lesson 6 (1 hr)	Lesson 6 (1 hr)		Lesson 6 (1 hr)	Lesson 6 (1 hr)
Hours	5.5	5.5	5	5.5	5.5
Total hours for the week = 27 hrs					