



**PODAR ORT
INTERNATIONAL SCHOOL**

Candidate School For The MYP

Handbook For Parents And Students

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IBO 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.

IB learner profile

The aim of all IB programs 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.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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Open-minded: They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

PORTIS Mission

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

PORTIS Vision

Achieving excellence by creating globally competent, ethically high performing international – minded citizens through world class education.

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What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge; skills and attitudes developed in the IB Primary Years Programme (PYP) and prepare students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

IB Middle Years Program at PORTIS

The International Baccalaureate Middle Years Program (IBMYP) is an academically challenging five year course, designed to facilitate holistic learning and to promote international understanding. PORTIS is a candidate IB school since January 2019. The IB MYP program is followed from Grades 6 to 8. IGCSE, a parallel programme is embedded in the MYP framework for Grades 9 & 10.

MYP Curriculum Model

The Middle Years Program curriculum model is illustrated by a circle with eight academic areas or subject groups surrounding the six Global Contexts. Students are required to choose options from each of the eight subject areas. Taken as a whole, the MYP curriculum provides a balanced education to equip young people for effective participation in today’s world.



Global contexts for teaching and learning

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. 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?

There are six Global Contexts as outlined below:

1. Identities and relationships

- Who am I?
- Who are we?

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Possible explorations to develop:

- Competition and cooperation; teams, affiliation and leadership
- Identity formation; self-esteem; status; roles and role models
- Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life
- Physical, psychological and social development; transitions; health and well-being; lifestyle choices
- Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

2. Orientation in Space and Time

- What is the meaning of “where” and “when”?

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.

Possible explorations to develop:

- Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
- Epochs, eras, turning points and “big history”
- Scale, duration, frequency and variability
- Peoples, boundaries, exchange and interaction
- Natural and human landscapes and resources
- Evolution, constraints and adaptation

3. Personal and Cultural expression

- What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Possible explorations to develop:

- Artistry, craft, creation, beauty
- Products, systems and institutions
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
- Metacognition and abstract thinking
- Entrepreneurship, practice and competency

4. Scientific and Technical Innovation

- How do we understand the world in which we live?

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Possible explorations to develop:

- Systems, models, methods; products, processes and solutions
- Adaptation, ingenuity and progress
- Opportunity, risk, consequences and responsibility
- Modernization, industrialization and engineering
- Digital life, virtual environments and the Information Age
- The biological revolution
- Mathematical puzzles, principles and discoveries

5. Globalisation and Sustainability

- How is everything connected?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Possible explorations to develop:

- Markets, commodities and commercialization
- Human impact on the environment
- Commonality, diversity and interconnection
- Consumption, conservation, natural resources and public goods
- Population and demography
- Urban planning, strategy and infrastructure

6. Fairness and Development

- What are the consequences of our common humanity?

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Possible explorations to develop:

- Democracy, politics, government and civil society
- Inequality, difference and inclusion
- Human capability and development; social entrepreneurs
- Rights, law, civic responsibility and the public sphere
- Justice, peace and conflict management
- Power and privilege
- Authority, security and freedom
- Imagining a hopeful future

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

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Approaches to learning (ATL)

Through ATL skills in IB programs, students develop and hone their skills that have relevance across the curriculum and that help them “*learn how to learn*”. They provide a solid foundation for learning independently and in collaboration with others. These skills help students prepare for, and demonstrate learning through, meaningful assessments. In addition, they provide a common language that both students and teachers can use to reflect and articulate on during the process of learning.

The Table below shows the IB programme’s five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization IV. Affective V. Reflection
Research	VI. Information literacy VII. Media literacy
Thinking	VIII. Critical thinking IX. Creative thinking X. Transfer

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. ATL skills encompass both general and discipline-specific skills. Over time, students develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (*independent and autonomous*) learning helps students:

- reflect purposefully on their learning (*metacognition*)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and Objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

Service and Action in the MYP

“The spirit of service is the heart of humanity.”

– Lailah Gifty Akita (Author of *Think Great*).

Service and Action is a key component of the Podar ORT International School mission to be a learning Institution which seeks to embrace the mission statement of the IBO. We strive to develop ‘caring young people who help create a better and more peaceful world through intercultural understanding and respect.

Service and Action is a required component of the IB MYP which supports the Podar ORT International School’s aim to be a school committed to develop internationally-minded people who recognize their common humanity and shared guardianship of the planet. Service and Action activities can take a wide variety of forms, including, recycling or helping with school events. Service and Action helps students connect what is learned in school with the real world. This can happen in school, at the local food bank or at a distant destination. The end results of these connections are lifelong memorable and treasured experiences that help the students understand the needs of our world.

At the start of the school year, students will receive their log in details for their Online Journal in Managebac. In this journal, they record the service activities completed throughout the year. Students receive an e-mail at their school account with step-by-step instructions on how to log in to the system for the first time, how to record their activities, get approval and input their reflections.

Service and Action extends beyond the classroom, allowing students to participate in the community where they live, paying special importance to developing their sense of social responsibility and, improving those skills that will enable them to make effective contributions to society. Students should strive to find a variety of Service Activities in order to broaden their horizons. The idea is to find a way to help others, especially someone who is less fortunate than they are and to identify and meet a need from within one of their respective communities. It is an act that stresses the idea that it is better to give than receive.

Service and Action should involve:

1. Real, purposeful activities, which meet the outcomes establish by the MYP
2. Reflection on the outcomes and personal learning
3. Commitment

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 strengths and areas for growth.
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- Persevere in action.
- Work collaboratively with others.
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- Consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills.

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MYP Reporting and Grading

The most important aim of MYP assessment is to support and encourage student learning. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance through formative and summative assessments. By this, the students are also involved in evaluating their own progress using *self-assessment and reflection skills*. Thus, they grow and mature by using these extensive critical-thinking and self-assessment skills.

The MYP assessment method is used in MYP years 1-3, (Grades 6-8) is known as a *criterion-related* model and it is mandatory that both students and parents go hand-in-hand to understand the methods of assessment to play an active role in the process.

Assessing students using criteria is essential as the student comes to understand the requirements in the said task or assessment before attempting. 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; students receive feedback on their performance based on the criteria level descriptors. The comments and grades are put on the Managebac report template and students as well as parents can view the reports using their Managebac ID and password.

How is an assessment conducted?

- An assessment is given with the corresponding rubric.
- The teacher grades the assessment using the corresponding rubric
- In Semesters 1 & 2, this process happens as *mid semester & end semester through variety of assessments*.
- The grades for the Semesters 1 & 2 are posted in a consolidated assessment record sheet.
- This record sheet is a consolidation of all the assessments. To give the overall grades for a student, the teacher does not use it as an average of the grades for a particular criterion, but uses his or her a professional judgment based on patterns in the data, the development of that student and the context that the work that is reflected. It is the role of teachers to use the evidence to decide the level that the student is performing at and in each specific criterion at the end of the semester.
- It is important to note that the MYP written assessments are assessed using MYP criteria and that the examination results will count as only one of the many assessments that will be used to determine the final end-of-semester grade.
- Comments about the performance and behavior are also added for parent reference.

MYP grading

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

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	Descriptors
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.

Enrichment Programme in MYP

“Truthfully, I’ve never encountered anyone in my life who doesn’t have special needs, (some of them are social, some are psychological, and some are physical) – and the sooner we recognise this, the more healthy and humanitarian our education systems are likely to be.”

-Ken Robinson

All students have an equal right to learning irrespective of their individual challenges. Enrichment is a programme initiated by the Learning Support Department with the collaboration of the MYP teachers. Not all students understand the concepts being delivered in the classrooms at the same rate. There exists a marked need for differentiated learning and teaching to fill up any gaps in the assimilation of knowledge. A teacher’s role is to identify where the gaps lie and to facilitate the student to move towards better understanding of both, the concepts and the content.

With this programme implemented, our aim is to encourage self-study habits and time management in our students which will help them in increasing their performance.

** Note for parents: We are not expecting miracles in a day. We as a team must believe that – “It doesn’t matter how slowly you go as long as you don’t stop.” - Confucius. **

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MYP Course Description

English Language and Literature

Introduction

“The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”

- Maria Montessori

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.”

— F. Scott Fitzgerald

At PORTIS, many students are familiar with English. Hence, it is the chosen medium of instruction. The framework will provide the basis for other important planning and decisions:

- The specific tasks that will be undertaken in each class in order to teach the skills or concepts and to fulfill the assessment Objectives.
- The selection and creation of appropriate teaching materials – text books, literature texts, worksheets, assessment tasks
- The determination of the scope and depth of treatment of each skill or concept in the various classes

In achieving the MYP English Language & Literature Objectives, students are trained and to display facility in all the macro-skills of the subject and not just reading and writing.

The skills of speaking and listening underpin students' attempts to gain understanding of the meaning of texts as they discuss and share ideas. Speaking and listening also play a significant preparatory role in students' written response to texts. All written work must ideally be the culmination of extensive classroom discussion and oral activities.

The development of digital technology necessitates the encouragement of visual communication skills in students. Visual communication encompasses all aspects of viewing and presenting. Students are trained to interpret or construct visuals and multimedia presentations in order to gain insight into the ways in which images and language interact to convey ideas, values and beliefs.

CHARACTERISTICS

- acquiring a global view
- reading to analyze and interpret
- writing for various purposes
- varied linguistic and literary devices and techniques
- persuasive techniques & rhetorical devices
- effective paragraphing
- overall structure and coherence
- use of critical apparatus
- varied and imaginative range of appropriate vocabulary
- acceptable grammar and spelling
- effective sentence structure
- speaking and listening
- viewing and presenting

AIMS & OBJECTIVES

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

The Objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

The Objectives represent some of the essential processes of language: “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)

A Analysing

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

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

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

B Organizing

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

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

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

C Producing text

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

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

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

D Using language

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

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

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

MYP -GRADE 6

- Listening (Activity & Worksheet)
- Reading (Silent & Loud)
- Speaking (Presentations)
- Writing (Exclusively designed tasks)

1.Literature

Through studying a variety of Literature texts, students are exposed to English Language & Literature Terminology. They will acquire skills to write paragraphs, articles, letters, dialogues, diary pages, a folktale, a short story and review a book, comparing & contrasting, intonations, voice modulations & stress on syllables, poem appreciation and using literary devices in presentations. Also, to draw reference to contexts and use literary devices.

2. Language

Through the various formats learned, students will focus on:

Reading Comprehension

- from literary texts & non- literary texts /unseen passages/extracts/ poems

Communication skills: (speaking & listening)

- Reporting/Voicing personal reflections/Debate/Speech/Power Point Presentations/Role play (individual)/Dramatization (group)

Style & Language Mechanics

- Vocabulary enrichment/Functional grammar/Sentences structure /Punctuation & Spellings/Use of literary features

MYP -GRADE 7

- Listening (Activity & Worksheet)
- Reading (Silent & Loud)
- Speaking (Presentations)
- Writing (Exclusively designed tasks)

1.Literature

Students will study a variety of literature texts and by studying these texts, students will complete tasks on writing articles, dialogues, paragraphs, composition, essay, diary, reference to contexts, comparing & contrasting, time line and dramatization.

2.Language

Through the various formats learned from the reader , the students will focus on:

Reading Comprehension

- from literary texts & non- literary texts /unseen passages/extracts/ poems

Communication skills: (speaking & listening)

- Reporting/Voicing personal reflections/Debate/Speech/Power Point Presentations/Role play (individual)/Dramatization (group)

Style & Language Mechanics

- Vocabulary enrichment/Functional grammar/Sentences structure /Punctuation & Spellings/Use of literary features

MYP - GRADE 8

- Listening (Activity & Worksheet)
- Reading (Silent & Loud)
- Speaking (Presentations)
- Writing (Exclusively designed tasks)

Students will be read a variety of Literature texts, and with prior knowledge of English Language & Literature Terminology, students will appreciate and use literary devices, refine their skills to write paragraphs, summaries, stories, reports, diary pages, articles, dialogues, letters and essays.

2. Language

Through the various formats learned, students will focus on:

Reading Comprehension

- from literary texts & non-literary texts /unseen passages/extracts/ poems

Communication skills: (speaking & listening)

- Reporting/Voicing personal reflections/Debate/Speech/Power Point Presentations/Role play (individual)/Dramatization (group)

Style & Language Mechanics

- Vocabulary enrichment/Functional grammar/Sentences structure /Punctuation & Spellings/Use of literary features

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Language Acquisition

Introduction

The primary aim of MYP Language Acquisition is to encourage students to gain competence in a modern language other than their mother tongue. Learning additional languages greatly contributes to student holistic development. Second language proficiency gives students access to a broader range of input, experiences and perspectives and is believed to raise achievement in other subject areas, as well as giving students the enjoyment and confidence of being able to communicate in a language other than their own. MYP Language Acquisition study aims to encourage students to respect and understand other languages and cultures as well as providing a skills base to facilitate further language learning.

Aims & Objectives

The aims of second language study are to:

- Enable students to use language(s) effectively to communicate, providing a sound base of skills necessary for future study, work and leisure
- Enable students to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- Enable students to develop an appreciation of a variety of literary and non-literary texts
- Offer insight into the cultural characteristics of different language communities
- Encourage awareness and understanding of the perspectives of people from other cultures
- Encourage positive attitudes towards speakers of other languages
- Promote involvement with different communities
- Provide access to varied sources of information
- Foster curiosity, a lifelong interest and enjoyment in language learning

The Objectives of MYP Language Acquisition encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

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

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 as follows.

A. Comprehending spoken and visual text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

B Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

C Communicating in response to spoken and/or written and/or visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes.

D Using language in spoken and/or written form

This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language.

Characteristics

In order to achieve these aims, students will work on their language skills by:

- **Speaking** — communicating clearly, resourcefully and appropriately with other speakers
- **Listening** — understanding and interpreting spoken language from various sources on a variety of topics
- **Reading** — understanding and interpreting both factual and literary written texts illustrations and photographic information complementing texts. Students will be required to demonstrate specific reading comprehension skills.
- **Writing** — communicating ideas clearly, resourcefully and appropriately in writing including letter writing, advertisements, essays, creative writing, presentations etc. At the same time, students will increase their language range, expand and consolidate their vocabulary and increase their understanding of grammar. Topics explored will allow students to relate to language work while reflecting on the areas of interaction. Students also pursue KIS goal of intercultural awareness by becoming aware of the variety of communities in which the Language Acquisition is spoken and may also have opportunities to experience these environments first hand through visits and trips.

Assessment criteria:

Following MYP assessment format, there are three broad areas in which students are assessed for each level of achievement. The standard criteria are:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Language Acquisition Courses:

PORTIS offers a choice of 2 Second Languages in Grades 6-8: French and Hindi. In order to facilitate the aims of proficiency in a second language students are encouraged to follow their second language choice for the three years of the MYP (Grades 6-8) and will only be permitted to change under exceptional circumstances. Their subject choice for Language Acquisition will continue into the IGCSE course.

Language levels

There are three phases of achievement in MYP Language Acquisition ***Hindi:***

1. Phase 3 (Grade 8) - students may have had prior exposure to the language, be able to access the language in the host community, or other special circumstances. This level provides students more challenge than the standard level.
2. Phase 2 (Grade 7) students study the Language Acquisition during the five years of the MYP and typically will have had little or no formal previous instruction and will not be proficient in the language before starting the course.
3. Phase 1 (Grades 6) - students study the language for approximately two years and will have a basic level of competence in the language by the end of the MYP Grade 8. This option is available for those students who have not studied the same Language Acquisition for three years of the MYP, due to school transfer or other special circumstances.

There are three phases of achievement in MYP Language Acquisition **French**:

1. Phases 3 (Grade 8) - students may have had prior exposure to the language, be able to access the language in the host community, or other special circumstances. This level provides students more challenge than the standard level.
2. Phase 2 (Grade 7) students study the Language Acquisition during the five years of the MYP and typically will have had little or no formal previous instruction and will not be proficient in the language before starting the course.
3. Phase 1 (Grade 6) - students study the language for approximately two years and will have a basic level of competence in the language by the end of the MYP Grade 8. This option is available for those students who have not studied the same Language Acquisition for three years of the MYP, due to school transfer or other special circumstances.

COURSE EXPECTATIONS for Hindi and French:

Students should-

- Get their books and stationery needed to class
- Do their homework.
- Submit their work in time.
- Be punctual to class.
- Come to class with an open mind and positive thinking.
- Follow essential agreements of classroom.
- Participate and interact constructively.
- Show enthusiasm and express the will to learn in Hindi and French.
- Respect others views during interaction and share ideas with each other in class.

Hindi Course Outline

MYP- Grade 6

A: Listening (Activities)

- Stories
- Movies

B: Reading (Approach)

- Books
- Passage
- Chapters

C: Speaking (Presentations)

- Oral Presentation
- Group Discussions

D: Writing (Style)

- Paragraph writing
- Letter writing
- Picture composition
- Story writing
-

MYP - Grade 7

A: Listening (Activities)

- News/Bulletin
- Different type of Songs
- Stories
- Movies

B: Reading (Approach)

- Reading newspapers
- Reading different books
- Reading comprehension

C: Speaking (Presentations)

- Peer Discussion
- Group Discussion
- Picture Composition
- Oral presentation

D: Writing (Style)

- Letter writing
- Email writing
- Paragraph writing
- Diary writing
- Story writing
- Picture Composition

MYP Grade 8

A: Listening (Activities)

- Stories
- Videos
- News/Bulletin
- Movies

B: Reading (Approach)

- Reading newspapers
- Reading different books
- Reading comprehension

C: Speaking (Presentations)

- Oral Presentation
- Story Presentation
- Dialogue
- Group Discussion
- Power point presentation
- Role play

D: Writing (Style)

- Letter writing
- Paragraph writing
- Picture composition
- Diary writing
- Note Making
- Essay writing
- Transfer Information

French Course Outline

MYP- Grade 6

- ❖ My Identity and culture
- ❖ What is around me ?
- ❖ Why celebrate festivals ?
- ❖ My school
- ❖ What do you like to eat
- ❖ Which sport do you like ?

Writing Exercises -

- Comprehension exercises, Informal Letter, Creative writing, Paragraph writing, and Post card

Oral activity -

- To introduce yourself
- Talking about the family, the things in the classroom, animals, festivals, weather
- To talk about a city in France, Telling time in French

MYP - Grade 7

- ❖ My Identity and culture
- ❖ What is around me ?
- ❖ Why celebrate festivals ?
- ❖ My school
- ❖ What do you like to eat
- ❖ Which sport do you like

Writing Exercises

- Letter, Diary, Creative writing, Paragraph writing, Post Card, Recipes

Oral activity

- Ordering food in a café
- Talking about leisure activities
- Talk about money and prices
- Describe a town or a region
- Talk in detail about your family

MYP- Grade 8

- ❖ What are your hobbies?
- ❖ My environment
- ❖ Are you curious? – Vacations
- ❖ How do we communicate ?
- ❖ Are you victim of consumption?
- ❖ The relationships.

Writing Exercises

- Letter
- Diary
- Paragraph writing
- Post Card
- E-mail

Oral activity

- Role-Play
- Individual Presentation

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Sciences

Introduction

The vision of MYP Sciences is to contribute to the development of students as inquirers, scientifically literate, caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves, others and their social and natural environments. Science and its methods of investigation offer a way of learning that contributes to the development of an analytical and critical way of thinking. Inquiry is at the heart of MYP Sciences and aims to support students' understanding of Sciences by providing them with opportunities to independently investigate relevant issues through both research and Experimentation.

Characteristics

The scientific way of knowing encompasses two types of understanding: conceptual understanding and procedural understanding.

1. Conceptual understanding: Development of scientific knowledge and an in depth understanding of the main scientific ideas and concepts of Science
2. Procedural understanding: Skills and processes that students need to develop to understand how Science and scientists work and to evaluate scientific evidence Conceptual and procedural understanding cannot be developed independently. Student understanding of the skills and processes used in Science enables them to construct their understanding of scientific concepts and this insight provides the driving force for the development of further scientific inquiries. MYP Science aims to help students develop personal opinions on wider world issues and have a sense of their responsibilities as individuals towards others and towards the natural and man-made environment.

Aims & Objectives

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

- understand and appreciate Science and its implications
- consider Science as a human endeavour with benefits and limitations

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

The Objectives of MYP Sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The course Objectives are closely aligned to the four Science assessment criteria:

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
- analyze 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 communication modes effectively
- document the work of others and sources of information used

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP Science attainment level.

Assessment criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of Science	Maximum 8

Course outline- MYP Grade 6

The students are introduced to the MYP criteria. They learn to apply the criteria in the laboratory and in the lab reports.

They learn how scientists make claims in Science and how the scientific world works to avoid misconception.

The students learn Coordinated Sciences and the main topics in each Science are as follows:

Physics: Measurements of some quantities, Forces, Energy, Electricity, Magnetism

Chemistry: Matter, States of Matter, atoms and types of elements, solutions, Acids and Bases and Introduction to Chemical reactions.

Biology: Five kingdom classifications: Plant classification, Invertebrates, Characteristics of living things.

Environmental Systems: Ecosystems, Food chain, Food web, Ozone depletion and Global warming.

Emphasis is placed on familiar examples relevant to student surrounding and everyday life. Students also learn how to communicate scientific knowledge effectively.

Courses outline- MYP Grade 7

Grade 7 Science course builds on the skills acquired in grade 6. They learn to apply all the MYP criteria. Practical work is more complex in nature and students are expected to show independence and initiative.

Students take a look at investigations from the point of view of **forensics**.

The students learn Coordinated Sciences. The main topics in each Science are as follows:

Physics: motion, force, forces in fluids, work and machines, energy and power

Chemistry: Elements and Compounds, Basis of chemical reactions, Checking for purity of substances, Mixtures and Solutions , Separating mixtures.

Biology: Cells, Tissues, Organs Systems: Circulation, Respiration and Digestion.

Environmental systems: Forms of energy, Sources of energy, Energy and Power, Transfer of Heat, Floating and Sinking, Density, Designing ships and submarines.

Courses outline- MYP -Grade 8

Grade 8 Science course builds on the skills acquired in grade 7. Key concepts essential to further study should be fully understood by the end of grade 8. The students follow the MYP criteria in depth. Students plan their own practical work and are expected to think scientifically and express ideas using a variety of scientific terminology. The students learn all the three Sciences and the main topics in each Science are as follows:

Physics: Density, Pressure, Turning on a Pivot, Electrostatics, Electricity, Heat Transfer, World energy needs.

Chemistry: The structure of the atom, The periodic table, Exothermic and Endothermic reactions, Patterns of reactivity, Preparing salts, Rates of reactions.

Biology: Photosynthesis, Reproduction, Adaptations, Ecosystems, Human influences on Ecosystems, Classification and Variation.

Emphasis is placed on scientific thinking and expressing ideas using a variety of scientific terminology.

Mathematics

MYP Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in Mathematics, as well as to prepare those students who will use Mathematics in their workplace and life in general.

Aims & Objectives

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

- enjoy Mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of Mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and Mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of Mathematics
- appreciate the international dimension in Mathematics through an awareness of the universality of Mathematics and its multicultural and historical perspectives
- appreciate the contribution of Mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Main Objectives

In MYP Mathematics, the four main Objectives support the IB learner profile, promoting the development of students who are knowledgeable, communicators and reflective learners.

The Objectives of MYP Mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

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.

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.

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.

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.

Skills

Students will develop the following skills over their period of study in Mathematics.

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in framework
- Problem solving skills: Mathematical strategies in solving problems in familiar and unfamiliar situations, in both mathematical and real life contexts.
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables)
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy
- Information-literacy skills: The ability to use the library and the other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism
- Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- Reflection skills: Evaluations of one's own work and performance, identifying personal strengths and weaknesses to improve learning

Knowledge

MYP Mathematics provides a framework of concepts and skills organized into the following four branches of Mathematics:

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

Levels of Mathematics

The concepts and skills of the framework for Mathematics are organized so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics.

- **Standard Mathematics** aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the Objectives of MYP Mathematics

- **Extended Mathematics** consists of the standard Mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in Mathematics, for example, Mathematics higher level(HL) as part of the IB Diploma Programme. Extended Mathematics provides greater breadth and depth to the standard Mathematics framework.

Assessment

Each semester students are graded on the FOUR assessment criteria given below. At the end of the course, criteria grades are combined to produce an overall MYP Mathematics attainment level.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying Mathematics in real-life contexts	Maximum 8

Courses

MATHEMATICS MYP Grade 6

Grade 6 Mathematics lays foundation For Middle school students. It is broad teaching course with the following Topics. Primes, Highest common factor and lowest common multiple, Real numbers, Approximation and estimation, Basic algebra and algebraic manipulation, Linear equations and simple inequalities, Number patterns, Percentage, Ratio, Rate and Speed, Basic geometry, Geometrical constructions Perimeter, Area , Volume and Surface area, Statistical Data handling.

MATHEMATICS MYP Grade 7

Grade 7 students build upon grade 6 foundations. MYP year 2 emphasizes discovery, investigation and enjoying Mathematics. It is a broad teaching course with topics: HCF-LCM, Ratio-Proportion, Estimation, Standard Index Form, Percentages, Simple interest – Compound interest, Direct-Inverse proportions, Solving linear equations algebraically and graphically, Solving simultaneous linear equations algebraically and graphically, Expansion and Factorization of linear and quadratic expressions, Algebraic fractions, Congruency and Similarity, Pythagoras' theorem, Trigonometric ratios, Surface areas and volumes of prisms and pyramids, Statistical diagrams, Mean-Median-Mode, Probability of single events.

MATHEMATICS MYP Grade 8

In grade 8 students continue to build upon learned skills. Learning Objectives help students to be more aware of what they are about to study so that they can monitor their own progress. Also, they should be more adept at conducting investigations and able to explore mathematical problems independently.

During this course, they will be taught following topics:

Indices and Standard form, Solve linear inequalities in one variable and represent the solution on a number line, Apply linear inequalities to solve word problems, Solving Quadratic equations in one variable by different methods including graphical method, Applications of Quadratic equations in Real world contexts, In coordinate geometry, find the gradient of a straight line, length of a line segment, different forms of equation of a straight line and solve geometry problems involving the use of coordinates, The graphs of simple sums of power functions, exponential functions, distance-time graphs, speed-time graphs, Determine the trigonometric values of obtuse angles, Area of a triangle, Sine law, Cosine law, Application of trigonometry, Congruence and Similarity tests and their applications, Area and volume of similar figures and solids, basic properties of circles, symmetric properties of circles, Angle properties of circles ,Arc length, area of sector and Radian measure,

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Individuals and societies

Introduction:

Individuals and societies incorporate disciplines traditionally studied in the humanities, as well as disciplines in the social Sciences. In this subject group, students collect, describe and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

What is the **significance** of individuals and societies in the MYP?

The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

Characteristics

MYP Individuals and Societies are broken down into four areas: knowledge, concepts, and skills and organization & presentation.

1. **Knowledge** is fundamental to studying humanities and forms the base from which to explore concepts and develop skills.

2. Concepts are powerful ideas that have relevance within and across the disciplines. They include time, place and space, change, systems and global awareness.

- **Time** is not simply the measurement of years or time periods or eras, but a continuum of significant events of the past. Students can understand this through the study of people, issues, events, systems, cultures, societies and environments over designated periods.

- **Place and space** refers to students' awareness of how place / space is categorized and the significance of place / space in humanities' disciplines.

- **Change** necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people's perceptions. The concept of "change" addresses both the processes and results of change—natural and artificial, intentional and unintentional.

- **Systems** refer to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.

- **Global awareness** engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one's own culture in order to understand other's cultures.

3. Skills are the development of skills in humanities and are critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. These skills are technical, analytical, decision-making and investigative.

4. Organization and presentation: students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

Aims

The **aims** of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment

- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

The Objectives of MYP individuals and societies encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

A. Knowing and Understanding

Students develop factual and conceptual knowledge about individuals and societies.

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

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

B. Investigating

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

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

- 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. Communicating

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

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

- 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

Students use critical thinking skills to develop and apply their understanding of individuals and societies

and the process of investigation.

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

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Career clusters in social Sciences:

The humanities and social Sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of areas of interest and careers. The knowledge, skills and attitudes that students develop in individuals and societies courses provide a meaningful foundation for further study and help to prepare students to work in academia, in non-governmental and governmental organizations, nonprofit organizations and business and industry.

Some key career clusters that are associated with disciplines in MYP individuals and societies include:

- Economics, finance and financial analysis
- Business, management and administration
- Education and training
- Government and public administration

- Law and public safety
- Human services
- Marketing, sales and service
- International development
- Travel and tourism
- Cultural affairs
- Urban and regional planning
- Sustainability, conservation and environmental management.

Courses

MYP Grade-6

This course is a study for beginners to understand History, Geography and culture. The first quarter focuses on various issues and problems faced by the people across the globe. This course is a study for beginners to understand History, Geography and culture. The semester will also focus on map skills and developing vocabulary. The students will then focus on different civilizations. The second semester will begin with understanding cultures of the world where cultural change and culture and society will be the prime focus. The next area for the semester will be exploring the major beliefs and religions of the world. The last topic focuses on the development of the nations and poverty. In addition to looking at the History, Geography and Culture, the MYP areas of interaction are used as themes to link together in *time, place and space and change*.

MYP Grade-7

This course is a study of globalizations and the positive changes it brings about. The quarter then focuses on promoting sustainable development both locally and globally. The students will then learn about Middle Ages in History. In the second semester the students then learn in depth about the various explorations of the 21st century. The students will learn about the various uses of resources and its conservation in our day to day life. The students then learn about Enlightenment and Renaissance. In addition to looking at the History, Geography and Culture, the MYP areas of interaction are used as themes to link together in *time, place and space and change*.

MYP Grade-8

In History the course focuses on World War I and World War II. The students will learn about the causes and effects of the war in the 1st semester. In geography they will learn about the Middle East and the resources it has. They will then study about the issues in the oceans wherein they learn about fishing and extinction of fishes. They then learn about India's different space programmes. In the second semester they learn about climatic hazards and issues faced in Shangombo. They then learn about water problems across the world. The students are then made to learn about sustainability and its effects. They then learn about the rainforests. In History they learn about the Cold War wherein they talk about its causes and its impact on various nations.

Introduction

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 and how we are able to solve problems, how we work and live.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of 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 defined as a model, prototype, product or system that students have developed and created independently.

Characteristics

MYP design courses help specifically to prepare students for the study of computer Science, design technology and information technology in a global society (ITGS) in the Diploma Programme (DP).

Design courses can be offered:

- as a distinct digital and/or product design course.
- as a series of distinct digital and/or product design courses.
- as a single course which covers digital and product design.

Digital design courses use the design cycle to solve a problem through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Distinct digital design courses include web design, interactive media design, programming and control and so on.

Product design courses use the design cycle to solve problems through the use of tools, materials and systems. The study of product design equips students to manipulate a variety of materials to create tangible products/solutions to solve a problem and meet a perceived need. Distinct product design courses include food product design, fashion design, engineering design and so on.

A combined digital and product design course uses the design cycle and combines knowledge, skills, techniques and materials of both digital and product design to develop products/solutions to solve a problem and meet a perceived need. Combined courses include robotics, graphic product design, interface design and so on.

Aims & Objectives

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

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle.

- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

The Objectives of MYP Design encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning Expectation

A Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

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

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

B Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

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

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others

resent the final chosen design and justify its selection

- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

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

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole, either:
 - a. in electronic form, or
 - b. through photographs of the solution from different angles, showing details.

D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

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

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

Assessment Criteria

Based on the IBMYP Design Assessment Criteria, students' growth will be continually assessed utilizing a variety of methods. These methods include observations, online quiz, written and practical assessment, group and individual projects, tests, self and peer assessments.

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

COURSE EXPECTATIONS:

Students should-

- Be punctual to class.
- Get handouts, notebooks and stationery required for the class.
- Use the design cycle to structure projects
- Work towards meeting the aims and Objectives of MYP design
- Work out a plan for timely project submissions.
- Schedule self-study time for the subject.
- Carry out units of work in technology using materials and techniques safely and responsibly.
- Try to abide by the school's Internet, School computer network and laptop policy.
- Try to develop a problem solving attitude and come to class with an open mind and positive outlook.

Courses Outline MYP -Grade 6

- Introduction to networks and using the school network
- Introduction to the Design Cycle
- More on word processing
- Computer programming

Courses outline-MYP - Grade 7

- More on the Design Cycle
- Data modelling
- More on Presentation
- Desktop publishing

Courses outline- MYP -Grade 8

- More on the Design Cycle
- Web Designing using HTML

Arts

Introduction

The Arts are a powerful medium for the exploration of the human condition, our society and the world. The Arts are a form of human expression through activity and contribute to PORTIS curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile effective communication. Through the Arts, students working both in groups and individually, have opportunities to research, identify and discuss issues, to provide insights, opinions, solutions and resolutions and to reflect on, appreciate and evaluate artwork.

MYP Arts aims and Objectives are designed to help students become developing artists, able to assess skill levels and target areas that need development.

Characteristics

PORTIS MYP Arts is organized into two subjects:

1. Visual Arts: Encompasses techniques such as drawing, painting, printmaking, sculpture and photography. Students use a combination of techniques and work in a variety of media to develop a knowledge and understanding of a range of observational, creative and interpretative works. Students reflect on and evaluate their own works as part of the learning process
2. Western Music: Students are introduced to different styles of music and aesthetic values of music in other cultures as well as their own, and are helped to develop perceptions between ideas and music as art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

Aims

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

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

The Objectives of MYP Arts encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

A Knowing and understanding

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

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

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

B Developing Skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

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

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

C Thinking Creatively

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

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

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

D Responding

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

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

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

ASSESSMENT: Individual units of work will be assessed based on the following IBMYP criteria:

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

COURSE EXPECTATIONS: Students should

- Bring their developmental work book and stationery required to class.
- Use the developmental workbook and the practice diary.
- Submit their work on time.
- Be punctual to class.
- Express an open, inquiring and creative mind.
- Help each other.

Visual Arts Course Description

MYP- Grade 6

Art Making Practice:

- Skills and techniques to be developed.
- Control over tools.
- Development of ideas.

The Visual Arts Journal

Every piece of artwork you do must be 'tracked' in here.

We will collect your journal on a regular basis.

Project Plan (Ideas Development) : This is where you sketch out your ideas and describe what you want the piece to look like and be about. This can change as you are working on the project.

Art History/Subject Reference. Research an artist that has done artwork similar to what you want to do. Using art vocabulary, provide examples of his/her artwork AND your opinions. You will also have to research the concept the artwork will be about. This should not be cut and pasted. You must use your own words, always cite your sources and use a variety – not just the internet.

Studio Research: This is where you practice your techniques and materials before you begin your piece. IB has high standards for technical skills and you should always be practicing them.

Studio Finals

You will have approximately 4-5 cycles to complete each studio final. In this time you should show the development in your Investigation workbook. You can experiment with media available to you. Develop your skills and techniques with media will develop.

Reflection:

After each studio final you will photograph it and write a short evaluation to be included in your Investigation Workbook. The photo of the studio final will also need to be saved for upload at the end of the course.

MYP- Grade 7

Making Practice:

- Skills and techniques to be developed.
- Control over tools.
- Development of ideas.
- Development of process.

The Visual Arts Journal

Every piece of artwork you do must be 'tracked' in here.

We will collect your journal on a regular basis.

Project Plan (Ideas Development) : This is where you sketch out your ideas and describe what you want the piece to look like and be about. This can change as you are working on the project.

Art History/Subject Reference. Research an artist that has done artwork similar to what you want to do. Using art vocabulary, provide examples of his/her artwork AND your opinions. You will also have to research the concept the artwork will be about. This should not be cut and pasted. You must use your own words, always cite your sources and use a variety – not just the internet.

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Reflection:

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MYP- Grade 8

Theoretical Practice:

- An Introduction of the Elements and Principles of Visual Art.
- Command terms of MYP Arts.
- Art Glossary (As per the unit).
- Research on art and artist (As per unit).
- Research on Historical aspect of art.(As per unit).

Art Making Practice:

- Skills and techniques to be developed.
- Control over tools.
- Development of ideas.
- Development of process and tools additional equipment's as per the requirements.

The Visual Arts Journal

Every piece of artwork you do must be 'tracked' in here.

We will collect your journal on a regular basis.

Project Plan (Ideas Development) : This is where you sketch out your ideas and describe what you want the piece to look like and be about. This can change as you are working on the project.

Art History/Subject Reference. Research an artist that has done artwork similar to what you want to do. Using art vocabulary, provide examples of his/her artwork AND your opinions. You will also have to research the concept the artwork will be about. This should not be cut and pasted. You must use your own words, always cite your sources and use a variety – not just the internet.

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Reflection:

After each studio final you will photograph it and write a short evaluation to be included in your Investigation Workbook. The photo of the studio final will also need to be saved for upload at the end of the course.

Western Music course outline

Grades 6 to 8 Western Music course will include the following:

Music Theory – notation reading and writing skills, traditional and alternative techniques

Vocal performance – breathing techniques, posture, quality of tone, expression and pitching accuracy

Instrumental performance – posture, expression, articulation and technical versatility

Ensemble Performance – ensemble awareness, balance of parts, performance etiquette

Creating and Composing – work based on a stimulus, compositional devices, introduction to music technology, reflection on the compositional process

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Physical and Health Education

Introduction

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. Physical and Health Education is an integral part of PORTIS well-rounded curriculum. 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. PORTIS PHE department is working towards the following Objectives in each of its classes.

Students should:

- Exhibit a positive attitude toward physical activity, exertion and playing
- Understand how their bodies work and react to exercise
- Understand fitness as being an integral part of one's overall mental, social, spiritual and physical wellbeing
- Develop a satisfactory level of fitness
- Be exposed to a wide variety of skills, games, lifetime activities and problem-solving activities

- Be exposed to games and activities of different cultures and subject areas
- Have a knowledge and understanding of the rules and strategies of a variety of games and sports
- Develop critical thinking, creativity and the ability to practice and work independently
- Develop skills of social interaction, teamwork, leadership and sportsmanship
- Develop basic motor and neuromuscular coordination
- Develop a sense of responsibility for their actions, goals and learning

Aims & Objectives.

The aims of MYP Physical and Health Education are to encourage and enable students to:

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

The Objectives of MYP Physical and Health Education encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

A Knowing and Understanding

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

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

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

B Planning for performance

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

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

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

C Applying and performing

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

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

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

D Reflecting and improving performance

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

In order to reach the aims of Physical and Health Education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Assessment Criteria

Based on the IBMYP Physical and Health Education assessment Criteria, students’ growth will be continually assessed utilizing a variety of methods.

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

Course Expectations:

Students should:-

- Be in appropriate Sports Uniform.
- Be punctual to class.
- Show enthusiasm and participate with no excuses.
- Be prepared to learn new games and skills at all times.
- Restrain them-selves from misbehavior.

Courses outline for Physical and Health Education Grades 6-8

Students are instructed in various strategies, rules and skills, in a variety of different sports and games. Emphasis is given on imbibing the following in each of the units covered:

- learning teamwork and sportsmanship
- developing physical fitness
- providing recreational activities during school years
- developing interest in sports

The games and sports taught include:

- Badminton
- Basketball
- Baseball
- Table tennis
- Soccer
- Track & field
- Volleyball
- Tchouk Ball

Each class moves through the various units of sports during the course of the academic year, rather than specializing in a single sport, giving the student the opportunity to broaden their interests and skills.

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