



Eastwood Schools
Est. in 1973

MYP Parent Guide

2020-2021



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Distinguished
Educators

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COMMUNICATION
VOLUNTEERING

MISSION

Eastwood Schools commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

ABOUT THE IB-MYP

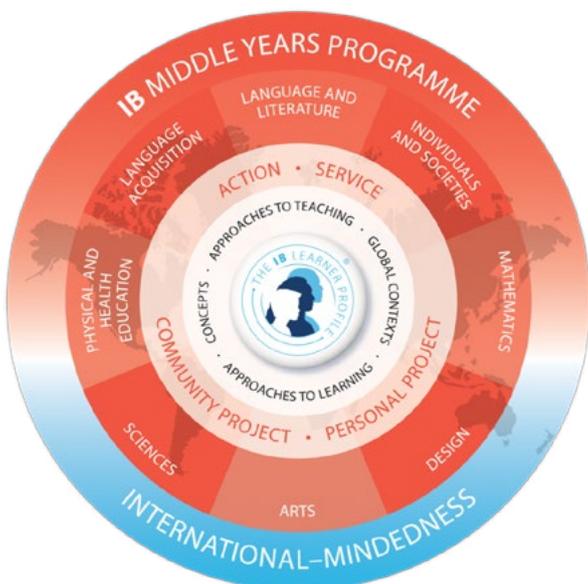
PROGRAM

WHAT IS THE IB MIDDLE YEARS PROGRAMME (MYP)?

The Middle Years Program (MYP) is a framework designed by the International Baccalaureate Organization to challenge young students between the ages of 11-16 and prepare them for the academic challenges of the Diploma Program (DP), university, and future careers through an integrated and holistic approach to studies. In essence, the core philosophy of the MYP is one of interconnectivity: how the different subjects connect to each other and how they relate to the real-life applications thereof. There is an added emphasis on global awareness, international-mindedness, and social responsibility in the MYP, as well as on personal projects and community service, to ensure a well-rounded, socially responsible student body to carry forward our future.

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.



ABOUT THE IB-MYP

PROGRAM

THE CURRICULUM

The MYP consists of eight core subject groups:

- language acquisition
- language and literature
- individuals and societies (I&S)
- sciences
- mathematics
- arts
- physical and health education (PHE)
- design (Currently at EIS we offer Digital Design)

The requirement is a minimum of 50 hours of instruction per subject group for years 1 to 3 and 70 hours of instruction per subject group for years 4 and 5.

IN YEAR 1 TO 3 (GRADES 6 TO 8) we offer visual arts and performing arts on a semester basis (one type of integrated arts per semester).

IN YEAR 1 TO 3 (GRADES 6 TO 8) we offer integrated Sciences.

MEANWHILE, IN YEARS 4 AND 5 (GRADES 9 AND 10), students take three sciences (Biology, Chemistry and Physics).

AS FOR INDIVIDUALS AND SOCIETIES, IN YEAR 1 TO 5 (GRADES 6 TO 10) the subjects are integrated.

STUDENTS IN YEARS 4 AND 5, can choose between visual arts and Digital Design.

ONCE THE CHOICE IS MADE IN YEAR 4 (GRADE 9) the student cannot change his mind in year 5.

ABOUT THE IB-MYP

PROGRAM

ASSESSMENT

The students are assessed through formative and summative assessments. The difference is that formative assessments give the students the chance to improve their learning and their acquirement of the concepts being taught thanks to teacher's feedback and support.

Summative assessment are done at the end of the unit of Inquiry or when a concept is acquired.

Each subject has objectives that correspond to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

8 POSSIBLE ACHIEVEMENT LEVELS FOR EACH CRITERION (1 TO 8)

- 1 – 2: limited performance
- 3 – 4: adequate performance
- 5 – 6: substantial performance
- 7 – 8: excellent performance

Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

THE TOTAL OF ACHIEVEMENT LEVEL FOR EACH CRITERION THEN HELPS THE TEACHER DETERMINE A FINAL GRADE OUT OF 7 FOR THE SUBJECT BY FOLLOWING THE FINAL GRADE BOUNDARIES PROVIDED BY THE MYP:

FINAL GRADE BOUNDARIES	
SUM	MARK
0-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

ABOUT THE IB-MYP

PROGRAM

IB MYP GENERAL GRADE DESCRIPTORS

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

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

ABOUT THE IB-MYP

PROGRAM

The following table presents the criteria for each subject:

	CRITERIA A OUT OF 8	CRITERIA B OUT OF 8	CRITERIA C OUT OF 8	CRITERIA D OUT OF 8
LANGUAGE AND LITERATURE	ANALYZING	ORGANIZING	PRODUCING TEXT	USING LANGUAGE
LANGUAGE ACQUISITION	COMPREHENDING SPOKEN AND VISUAL TEXT	COMPREHENDING WRITTEN AND VISUAL TEXT	COMMUNICATING	USING LANGUAGE
INDIVIDUALS AND SOCIETIES	KNOWING AND UNDERSTANDING	INVESTIGATING	COMMUNICATING	THINKING CRITICALLY
SCIENCES	KNOWING AND UNDERSTANDING	INQUIRING AND DESIGNING	PROCESSING AND EVALUATING	REFLECTING ON THE IMPACTS OF SCIENCE
MATHEMATICS	KNOWING AND UNDERSTANDING	INVESTIGATING PATTERNS	COMMUNICATING	APPLYING MATHEMATICS IN REAL-WORLD CONTEXTS
ARTS	KNOWING AND UNDERSTANDING	DEVELOPING SKILLS	THINKING CREATIVELY	RESPONDING
PHYSICAL AND HEALTH EDUCATION	KNOWING AND UNDERSTANDING	PLANNING FOR PERFORMANCE	APPLYING AND PERFORMING	REFLECTING AND IMPROVING PERFORMANCE
DESIGN	INQUIRING AND ANALYZING	DEVELOPING IDEAS	CREATING THE SOLUTION	EVALUATING
MYP PROJECTS	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTION
INTERDISCIPLINARY	DISCIPLINARY GROUNDING	SYNTHESIZING AND APPLYING	COMMUNICATING	REFLECTION

The MYP: a unique approach, relevant for a global society



THE MYP'S UNIQUE

APPROACH

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP TEACHERS ORGANIZE THE CURRICULUM WITH APPROPRIATE ATTENTION TO:

TEACHING AND LEARNING IN CONTEXT:

Students learn best when their learning experiences are connected to their lives and the real world. Global contexts tunnel the learning toward real world settings, events and circumstances and that in its turn encourages international mindedness and global engagement within the programme.

MYP STUDENTS EXPLORE THE FOLLOWING GLOBAL CONTEXT:

- Scientific and technical innovation
- Fairness and development
- Personal and cultural expression
- Identities and relationships
- Globalization and sustainability
- Orientation in Space and time

THE MYP'S UNIQUE

APPROACH

CONCEPTUAL UNDERSTANDING:

Concepts are big ideas that have relevance within specific disciplines and across subject areas. Focusing on concepts while using related facts and skills as tools to gain deeper understanding of disciplinary content help MYP students to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. It also raises the bar for curriculum and instruction by shifting the focus from memorization to the conceptual level of understanding.

APPROACHES TO LEARNING (ATL)

Approaches to learning provide students with the necessary skills to learn how to learn and become lifelong learners.

• THINKING SKILLS

- I. Critical Thinking skills
- II. Creativity and innovation
- III. Transfer

• COMMUNICATIONS SKILLS

• SOCIAL SKILLS

- IV. Collaboration skills

• SELF-MANAGEMENT SKILLS

- V. Organization skills
- VI. Affective skills
- VII. Reflection

• RESEARCH SKILLS

- VIII. Information Literacy
- IX. Media Literacy

THE MYP'S UNIQUE

APPROACH

SERVICE AS ACTION (COMMUNITY SERVICE)

Action and service have always been shared values of the IB community. Opportunities for service as action should be presented in the curriculum within the unit planner to provide students with the chance to take action.

TYPES OF SERVICE:

DIRECT SERVICE

the students are in direct contact with the beneficiary

INDIRECT SERVICE

the students carry out action that benefits the community meanwhile without having any interaction with the beneficiary.

ADVOCACY

Raising awareness through a campaign, play, a video etc...

RESEARCH

Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice.

LANGUAGE AND IDENTITY

MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

MYP Projects



MYP

PROJECTS

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. This makes the personal project the culminating project in the MYP.

Each MYP year 5 (grade 10) student is mandated by the program to complete a personal project, which includes the independent creation of a product and the writing of a report that explains the whole process.

The main idea is for the students to choose a subject of interest to them and that provides them with a challenge.

TO REACH THE AIMS OF THE PERSONAL PROJECT THE STUDENTS MUST FULFILL ITS OBJECTIVES: INVESTIGATING, PLANNING, TAKING ACTION AND REFLECTING.

REFERENCES

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