



Heidelberg International School

International Baccalaureate Middle Years Programme

MYP Year 1–5 (Grade 6–10)



Table of Contents

1 | Heidelberg International School Guiding Statements

Page 4	H.I.S. Mission
Page 4	H.I.S. Philosophy
Page 5	H.I.S. Definition of International Mindedness

2 | The International Baccalaureate Philosophy

Page 6	The IB Mission Statement
Page 7	The IB Learner Profile

3 | Middle Years Programme

Page 8	Programme Model
Page 9	Teaching and Learning in the IB
Page 11	Key Concepts
Page 14	Global Contexts
Page 16	Approaches to Learning
Page 17	Assessment
Page 20	Subject Groups

4 | MYP Year 1–5 Programme overview

Page 24	Service as Action
Page 24	Personal Project
Page 25	Language & Literature
Page 26	Language Acquisition
Page 27	Individuals & Societies
Page 28	Sciences
Page 29	Mathematics
Page 30	Arts
Page 31	Physical and Health Education
Page 32	Design
Page 33	Personal Project
Page 34	Interdisciplinary

1 | Heidelberg International School Guiding Statements



Mission

We, the H.I.S. community, work together to facilitate the intellectual, emotional and social development of our students, to promote international understanding and enable students to make a difference to the world in which they live.

Philosophy

We believe that education is the key to individuals becoming responsible global citizens. We believe that education should address all aspects of the students' development and that it should value and respect their individuality. The whole staff, parents and students themselves significantly contribute to the growth of the students' intellectual curiosity, understanding, creativity and international mindedness.



The H.I.S. Definition of International Mindedness

A Journey from Self to Other

Open-mindedness is our constant companion on this journey. We need to develop an active and sensitive frame of mind, a respecting and caring attitude and a desire to know and explore otherness without fear.

With our minds open, we need to be nourished with cumulative experiences that shape our world-view. Through opportunities, which are fully integrated into school life, we become part of a flourishing culture of new perspectives.

We start to demonstrate an understanding of our diversity, by appreciating and respecting ourselves and others, and celebrating our origins and differences.

By connecting and co-operating with others, locally and globally, we begin to realize the interdependence of the natural, cultural and social systems of which we are part.

International mindedness becomes a collaborative commitment to peaceful and sustainable action worldwide.



Core Values

Respect is a fundamental value of our school, which influences, and is the basis for, the environment of learning at H.I.S. Respect for self and others is an integral part of our community, be it in the way we learn, what we learn, why we learn, where we learn or from whom we learn.

We support respectful learning by encouraging everyone to appreciate and develop the International Baccalaureate Learner Profile (www.ibo.org).

2 | The International Baccalaureate Philosophy

IB Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

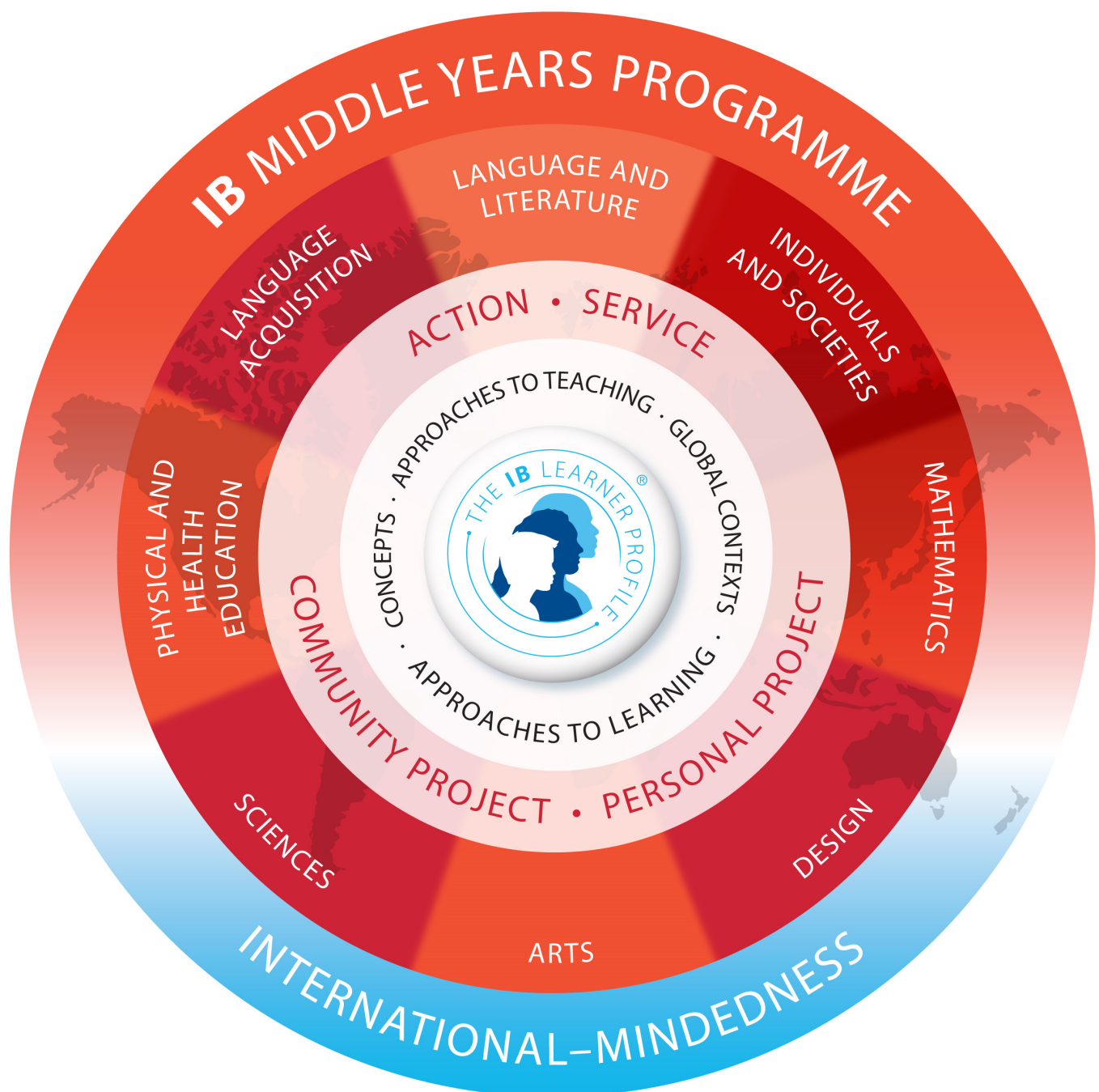
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3 | Middle Years Programme

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 emphasises 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.

Programme Model



Teaching and Learning in the IB

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.¹

Teaching in IB programmes is:

INQUIRY-BASED

provoking curiosity in order to structure and sustain exploration

CONCEPT-DRIVEN

planning and teaching through concepts that are transferable to new contexts

CONTEXTUALISED

reaching beyond the scope of individual subjects to establish relevance

COLLABORATIVE

promoting effective teamwork and purposeful/productive collaboration

DIFFERENTIATED

providing access to learning for a diversity of learners

INFORMED

balancing assessment of, and for, learning by assessment

Teaching and learning through inquiry

I wonder why?

We need to keep wondering, wanting to know more, taking just this little step further because we have come across a situation that we are unfamiliar with and would like to know more about. Call it natural curiosity or love of learning – as IB learners, teachers and students strive to be inquirers. This means that the skills necessary to embark on this journey are being taught. When was the last time you wondered?

“Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives.”

Grant Wiggins and Jay McTighe, 2004

“Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world.”

Galileo Educational Network, 2004

“The meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.”

National Research Council, 2007”

¹ MYP: From principles into practice, May 2014, p. 10

Teaching and learning concepts

The MYP uses a conceptual approach to teaching and learning. A topic and facts are just as important as concepts – together these elements form a powerful approach to teaching and learning and allow students to understand the "big picture".

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of language and literature.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalisations and theories. Students use conceptual understanding as they solve problems, analyze issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.



Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

courses within the language and literature subject group (intra-disciplinary learning)
other subject groups (interdisciplinary learning).

Aesthetics

... deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

Change

... is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

Communication

... is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language".

Communities

... are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

Connections

... are links, bonds and relationships among people, objects, organisms or ideas.

Creativity

... is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognise the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

Culture

... encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Development

... is the act or process of growth, progress or evolution, sometimes through iterative improvements.

Key concepts

Form

... is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.

Global interactions

... as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

Identity

... is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.

Logic

... is a method or reasoning and a system of principles used to build arguments and reach conclusions.

Perspective

... is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Relationships

... are the connections and associations between properties, objects, people and ideas – including the human community's connections with the world in which we live. Any change in the relationship brings consequences – some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems such as human societies and the planetary ecosystem.

Time, place and space

... refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location.

Systems

... are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Diversity



MYP Global Contexts

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

Fairness and development

What are the consequences of our common humanity?

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

Globalisation and sustainability

How is everything connected?

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

Scientific and technical innovation

How do we understand the world in which we live?

The natural world and its laws; 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





Identities and relationships

Who am I? Who are we?

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

Orientation in space and time

What is the meaning of where and when?

Personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from personal, local and global perspectives

Personal and cultural expression

What is the nature and purpose of creative expression?

The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflection, extend and enjoy our creativity; our appreciation of the aesthetic

Approaches to learning

Approaches to Learning (ATL) is a core aspect of the curriculum. All teachers in all subjects focus on specific. Approaches to Learning goals for each Unit they teach. ATL aims to support students with becoming independent learners by focusing on skills needed to “learn how to learn”. Among others students practice organizational skills, research strategies, communication skills – learning skills that enable the students to become successful IB learners taking ownership of their own learning.

ATL skills	ATL learning expectations
Communication	
Communication skills	Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information Using a variety of media to communicate with a range of audiences
Social	
Collaboration skills	Working effectively with others Taking responsibility for one's own actions Listening actively to other perspectives and ideas
Self-Management	
Organisation skills Affective skills Reflection skills	Managing time and tasks effectively Managing state of mind: mindfulness, perseverance, emotional management, self-motivation, resilience (Re-)considering the process of learning
Research	
Information literacy skills Media literacy skills	Finding, interpreting, judging and creating information Interacting with media to use and create ideas and information Communicating information and ideas effectively to multiple audiences using a variety of media and formats
Thinking	
Critical thinking skills Creative thinking skills Transfer	Analysing and evaluating issues and ideas Generating novel ideas and considering new perspectives Utilising skills and knowledge in multiple contexts

MYP Assessment

Assessment in the MYP is criterion based. These criteria are pre-determined and accessible to all students. The MYP identifies a set of four objectives for each subject group, which are directly related to the four assessment criteria of that particular subject group. The level of student success in terms of levels of achievement is described in each assessment criterion.

Example Sciences are assessed with the following criteria:

- A** Knowing and understanding
- B** Inquiring and designing
- C** Processing and evaluating
- D** Reflecting on the impacts of sciences

Example Sciences Criterion A:

Sciences assessment criteria Grade 9/10	
Level	Descriptors
A Knowing and understanding	
1–2	The student is able to:
	state scientific knowledge
	apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations
	interpret information to make judgments.
3–4	The student is able to:
	outline scientific knowledge
	apply scientific knowledge and understanding to solve problems set in familiar situations
	interpret information to make scientifically supported judgments.
5–6	The student is able to:
	describe scientific knowledge
	apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
	analyze information to make scientifically supported judgments.
7–8	The student is 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.

Overview of Assessment criteria for all subject groups

Assessment criteria				
Subject group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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	Investigating	Developing	Creating / Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
Design	Inquiring and Analysing	Developing ideas	Creating the solution	Evaluating
Personal project (Grade 10 only)	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Portfolios

MYP teachers upload student worksamples in ManageBac. Parents and students can access these portfolios. Portfolios enable teachers, students and parents to monitor students' learning progress throughout the school year.

Reports

Reports are issued twice in the school year. In addition to a final level for each assessment criterion, reports include an overall Grade (1–7) for each subject and written comments from the teacher.

MYP General Grade descriptors

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



Subject Groups

Language and Literature

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP Language and Literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP Language and Literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Language and Literature courses are offered in English and German for students whose strongest language (sometimes referred to as mother tongue language) is either English or German.

Language Acquisition

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

At H.I.S. language acquisition classes are offered in English, German and Spanish. The MYP Language Acquisition course aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip students with a skills base to facilitate further language learning. The course is organized into six Phases. The Phases



represent a developmental continuum of language learning. Students can enter their language acquisition course in any Phase and exit from any Phase on the continuum. Teachers will determine and keep track of how students move through the single Phases as their proficiency develops.

Individuals and Societies

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

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

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

Sciences

With inquiry at the core, the MYP Sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.



Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP Mathematics and Extended Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

Arts

The arts are a defining feature of cultural identity. They provide us with insight into the past, into what is valued in the present and into hopes and aspirations for the future. They are dynamic and fluid, responding to the present while also preserving traditions of the past.

The arts provide us with the means to examine our world and what it is to be human; as universal forms of human expression, the arts enable us to share our experiences, discoveries, understandings and preoccupations. As such, the arts provide opportunities for intercultural exchange and dialogue while also shaping our individual and collective identities. We turn to the arts in times of uncertainty as well as at times of celebration. Through the study of art practices, artists and artworks in their cultural, historical and social contexts, we can gain insight into the role of the arts in society and also into the concerns and values of a particular culture.

The MYP values the process of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

Thinking and working creatively is fundamental to MYP arts, and it can easily become a focus in other subject groups too. Heightened awareness of thinking creatively encourages student-centred learning and develops students' lifelong learning skills. It also prepares them for a world where they may be required to be flexible, innovative and entrepreneurial. By developing curiosity about themselves, others and the world, students can become effective learners, inquirers and creative problem-solvers. They develop their social, emotional, intellectual and personal skills, building their self-confidence and learning different ways to express and present themselves. Being creative not only empowers students by giving them a voice to share their experiences and ideas, it also enhances their well-being, providing them with a sense of accomplishment and achievement.

The arts encourage students to work, create and learn in collaboration with others, thus developing their ability to work as part of a team; sharing, negotiating and connecting with others. Through collaborating with others, students are able to understand the power of multiple perspectives and the value of diversity.

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

Physical and Health Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, the PHE curriculum fosters the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

Design

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

Inquiry and problem-solving are at the heart of design. MYP Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP Design, a solution can be a model, prototype, product or system independently created and developed by students.

Personal Project (Grade 10 only)

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills.

The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP. The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

Interdisciplinary

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

4 | MYP Year 1–5 Programme overview

Service as Action

All students in the MYP are required meet the learning outcomes for Service as Action during the five years of the programme. Opportunities for addressing these outcomes are provided within the curriculum – both in the individual subject areas and through the homeroom programme. Furthermore, students are encouraged and supported to pursue their own service projects based on their own passions and interests. The size and scope of the projects will be tailored to the age and developmental stage of the students. Further information about Service as Action can be found in a separate guide.

The Duke of Edinburgh's International Award is a global framework for the self-directed personal development of young people. Students who take on the Award set themselves challenges and personal goals the areas of a skill, a physical recreation activity, a service activity and an expedition, all of which they pursue these over a certain period of time. The Award scheme is offered at Bronze, Silver and Gold level.

Students will learn new things about themselves and discover strengths they never knew they had. Together with others, they will overcome challenges and make new friends. The Duke of Edinburgh's International Award is also a tool to learn important skills for life. At the end, students will receive an internationally recognised award for outstanding achievement, which is prestigious with many employers.

We are licensed to offer the Duke of Edinburgh's Award Scheme at our school and we currently offer the Silver Award to students in Grade 10.

Personal Project (Grade 10 only)

In their final year of the MYP, the students in Grade 10 have the chance to demonstrate, through the PP, their ability to inquire, manage time, apply research skills, write and present – to show that they are ready for the next step in their lives, which may be entering the IB Diploma Programme. Please look for more information in the Personal Project Guide on the H.I.S. website.



Language and Literature

A Analysing

Students will deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text.

Students will engage in:

Analysing the content, context, language, structure, technique and style of texts

Analysing the effects of the creator's choices on an audience

Justifying opinions and ideas, using examples, explanations and terminology

Evaluating 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 recognise the importance of maintaining academic honesty by respecting intellectual property rights and referencing sources accurately.

Students will engage in:

Employing organisational structures that serve the context and intention

Organizing opinions and ideas in a sustained, coherent and logical manner

Using referencing and formatting tools to create a presentation style suitable to the context and intention.

Selecting relevant details and examples to develop ideas

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.

Students will engage in:

Producing text that demonstrates insight, imagination and sensitivity

Making stylistic choices in terms of linguistic, literary and visual devices

Selecting relevant details and examples to develop ideas

D Using language

Students 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.

Students will engage in:

Using appropriate and varied vocabulary, sentence structures and forms of expression

Writing and speaking in a register and style that serve the context and intention

Using correct grammar, syntax and punctuation

Spelling and pronouncing with accuracy

Using appropriate non-verbal communication techniques

Language Acquisition

A Listening

Students will interpret and construct meaning from spoken and multimodal texts. Students will engage with the text requiring them to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references.

Students will engage in:

Identifying explicit and implicit information (facts, opinions, messages and supporting details)

Analysing conventions

Analysing connections

B Reading

Students will construct meaning and interpret written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Students will engage with text and think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text.

Students will engage in:

Identifying explicit and implicit information (facts, opinions, messages and supporting details)

Analysing conventions

Analysing connections

C Speaking

Students will develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts).

Students will engage in:

Using a wide range of vocabulary

Using a wide range of grammatical structures generally accurately

Using clear pronunciation and intonation in a comprehensible manner

Communicating all the required information clearly and effectively

D Writing

Students will correctly and appropriately use the written target language. Students will recognise and use language suitable to the audience and purpose, and apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways.

Students will engage in:

Using a wide range of vocabulary and grammatical structures generally accurately

Organizing information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

Communicating all the required information with a clear sense of audience and purpose to suit the context

Individuals and Societies

A Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

Students will engage in:

Using terminology in context

Demonstrating knowledge

Understanding subject specific content and concepts

B Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students will investigate independently and in collaboration with others.

Students will engage in:

Formulating research questions and justifying their relevance

Following and action plan to investigate a research question

Using research methods to collect relevant information

Evaluating 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.

Students will engage in:

Communicating information and ideas using an appropriate style for the audience and purpose

Structuring information and ideas in a way that is appropriate to the specified format

Documenting sources of information using a recognised convention

D Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Students will engage in:

Discussing concepts, issues, models, visual representation and theories

Synthesizing information to make valid arguments

Analysing and evaluating a range of sources/data in terms of origin and purpose, examining value and limitations

Interpreting different perspectives and their implications

Sciences

A Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgment.

Students will engage in:

Explaining scientific knowledge

Applying scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

Analysing and evaluating information to make scientifically supported judgements

B Inquiring and designing

Intellectual and practical skills are developed through designing, Analysing and performing scientific investigations. The MYP emphasises experimental work and scientific inquiry.

Students will engage in:

Explaining a problem or question to be tested by a scientific investigation

Formulating a testable hypothesis and explain it using scientific reasoning

Explaining how to manipulate the variables, and explaining how data will be collected

Designing scientific investigations

C Processing and evaluating

Students collect, process and interpret qualitative and quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills.

Students will engage in:

Presenting collected and transformed data

Interpreting data and explaining results

Evaluating the validity of a hypothesis and method based on the outcome of the scientific investigation

Explaining improvements or extensions to the method

D Reflecting on the impact of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue.

Students will engage in:

Explaining the ways in which science is applied to address specific problems

Discussing and evaluating the various implications of the use of science and its application

Applying scientific language effectively

Documenting the work of others and sources of information used

Mathematics

A Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. Students will select and apply mathematics to solve problems in familiar and unfamiliar situations.

Students will engage in:

Selecting appropriate mathematics when solving problems in both familiar and unfamiliar situations

Applying the selected mathematics successfully when solving problems

Solving problems correctly in a variety of contexts

B Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. By working through investigations students become risk-takers, inquirers and critical thinkers.

Students will engage in:

Selecting and applying mathematical problem-solving techniques to discover complex patterns

Describing patterns as general rules consistent with findings

Proving, or verifying and justifying general rules

C Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Students will engage in:

Using mathematical language (notation, symbols and terminology) in both oral and written explanations

Using appropriate forms of mathematical representation to present information

Moving between different forms of mathematical representation

Communicating complete, coherent and concise mathematical lines of reasoning

Organizing information using a logical structure

D Applying mathematics in real-life contexts

Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Students will engage in:

Identifying relevant elements of authentic real-life situations

Selecting appropriate mathematical strategies when solving authentic real-life situations

Applying the selected mathematical strategies successfully to reach a solution

Justifying the degree of accuracy of a solution

Justifying whether a solution makes sense in the context of the authentic real-life situation

Arts

A Investigating

Students come to understand and appreciate the arts through the study of art movements or genres and artworks/performances. They will use and further develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances. They will also learn how to critique artworks/performances of others and to communicate in subject-specific language or terminology.

Students will engage in:

Investigating a movement or genre in their chosen arts discipline, related to the statement of inquiry

B Developing

Students are provided the opportunity for active participation in the art form in the development of ideas through practical exploration. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Students are required to include evidence of varied practical exploration and refinement of their idea(s). They should also use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

Students will engage in:

Practically exploring ideas to inform development of a final artwork or performance

C Creating / Performing

Students acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalised artwork.

Students will engage in:

Creating or performing an artwork.

D Evaluating

Students become reflective practitioners, as MYP arts promote the development and application of reflection and critical-thinking skills. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context.. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques.

Students will engage in:

Appraising their own artwork or performance

Reflecting on their development as an artist.

Physical and Health Education

A Knowing and understanding

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

Students will engage in:

Explaining physical health education factual, procedural and conceptual knowledge

Applying knowledge to analyze issues and solve problems

Applying physical and health terminology effectively to communicate understanding

B Planning for performance

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

Students will engage in:

Developing goals to enhance performance

Designing, explaining and justifying a plan to improve physical performance and health.

C Applying and performing

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

Students will engage in:

Demonstrating and applying a range of skills and techniques effectively

Demonstrating and applying strategies and movement concepts

Analysing and applying information to perform effectively

D Reflecting and improving

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

Students will engage in:

Explaining and demonstrating strategies to enhance interpersonal skills

Analysing and evaluating the effectiveness of a plan based on the outcome

Analysing and evaluating performance.

Design

A Inquiring and analysing

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

Students will engage in:

Explaining and justifying the need for a solution to a problem for a specified client/target audience

Identifying research needed to develop a solution to a problem

Analysing a range of existing products that inspire a solution to the problem.

Developing a detailed design brief which summarises the analysis of relevant research.

B Developing ideas

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

Students will engage in:

Developing a design specification which clearly states the success criteria for the design of a solution

Developing and presenting a range of feasible design ideas

Developing accurate and detailed planning and outlining 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.

Students will engage in:

Constructing a logical plan, which describes the efficient use of time and resources

Demonstrating excellent technical skills when making the solution

Following the plan to create the solution, which functions as intended

Justifying changes made to the chosen design and plan when making the solution. Presenting the solution as a whole.

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.

Students will engage in:

Designing detailed and relevant testing methods, which generate data, to measure the success of the solution

Critically evaluate the success of the solution against the design specification

Explaining how the solution could be improved

Explaining the impact of the solution on the client/target audience.

Personal Project

A Planning

Students will inquire by exploring an interest that is personally meaningful; students take ownership of their learning by undertaking a self-directed inquiry.

Students will engage in:

Stating a learning goal for the project and explaining how a personal interest led to that goal

Stating an intended product and developing appropriate success criteria for the product

Presenting a clear, detailed plan for achieving the product and its associated success criteria.

B Applying Skills

Students will act by transferring and applying skills in pursuit of a learning goal and the creation of a product.

Students will engage in:

Explaining how the ATL skill(s) was/were applied to help achieve their learning goal

Explaining how the ATL skill(s) was/were applied to help achieve their product.

C Reflecting

Students will recognise and evidence personal growth and development.

Students will engage in:

Explaining the impact of the project on themselves or their learning

Evaluating the product based on the success criteria

Interdisciplinary

A Evaluating

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge by addressing real-world and contextual issues and ideas provides the foundation for interdisciplinary synthesis and understanding.

Students will engage in:

Analysing disciplinary knowledge

Evaluating the interdisciplinary perspectives

B Synthesizing

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students address real-world and contextual issues and ideas by demonstrating the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.

Students will engage in:

Creating a product that communicates a purposeful interdisciplinary understanding

Justifying how their product communicates interdisciplinary understanding

C Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will address real-world and contextual issues and ideas by considering their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or even to take action depending on the school context and the students' learning goals.

Students will engage in:

Discussing the development of their own interdisciplinary learning

Discussing how new interdisciplinary understanding enables action



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Contact

Sarah Al-Benna · H.I.S. MYP Co-ordinator

sarah.albenna@hischool.de



H.I.S. Heidelberg International School gGmbH · Wieblinger Weg 7 · 69123 Heidelberg · Germany

IB World School · staatlich anerkannte Ergänzungsschule

Phone: +49 (0)6221 - 75 90 60-0 · **Fax:** +49 (0)6221 75 90 60-99 · **E-Mail:** info@hischool.de

Blog: www.his-makingadifference.de · www.hischool.de