Al-Rayan International School

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IB MIDDLE YEARS PROGRAMME (MYP) HANDBOOK

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2023 / 2024

CONTENT

ARIS Core Purpose

"We are a diverse community of learners that is committed to **inspire**, **empower** and **transform** for a better world."

ARIS Core Values

➢ Greatness in Everyone.

➢ Learning with Everyone

➢ Creativity and Innovation by Everyone

➢ Service to Everyone

➢ Change for Everyone

ARIS Characteristics

➢ Responsibility and Respect

➢ Passion and Mindfulness

➢ Collaboration and Communication

➢ Reflection and Action

IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

IB Education at ARIS

All IB programs aim to develop internationally minded people who, by recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB education:

● Centres on learners(IB learner profile)

 ● Develops practical approaches to teaching and learning (Inquiry, Action, Reflection)

● Works within global contexts(Global Engagement, Multilingualism and intercultural understanding)

● Explores significant content(Broad and Balanced, Conceptual and Connected)

All models in the IB programs depict these characteristics. An IB Education aims to transform students and schools as they learn through dynamic cycles of inquiry, action, and reflection. Facilitators enable and support students as they develop the approaches to learning they need - for academic and personal success.

IB programs help students explore and construct their own personal and cultural identities.

MYP Program Model at ARIS

The Middle Years Programme (MYP) was initially developed by the International Schools Association and then further developed by schools during the early 1990s. The MYP has been taught at ARIS since August 2018. The school received authorisation in August 2019.

The Al- Rayan International School implemented the IB MYP because it –

- aligns with the school's mission, vision, and core values

- is a part of the IB program that provides vertical continuity through the IB Diploma Program, the IB Career-Related Program in Years 12 and 13, and the IBPYP in primary school.

- IB MYP certificates are globally recognised and accepted all over the world.

- is flexible enough to allow the ARIS to design the curriculum to fit students' needs.

- provide a strong framework for the delivery of the chosen content.

- provides an assessment within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led.

- has vital interdisciplinary elements.

- supports external evaluation and curriculum development.

IB Learner Profile

The learner profile is at the heart of all IB program models. This profile brings the aspirations of the IB Curriculum to life and supports and promotes the development of student-centred education. Each unit of inquiry has one or more focused learner profiles linked to it. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS

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

THINKERS

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

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.

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.

BALANCED

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

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.

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.

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.

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.

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.

Develops Effective Approaches to Teaching and Learning.

This is shown in the first ring around the learner profile in the model above. It describes the MYP program features that assist students in developing disciplinary and interdisciplinary understanding. It combines four critical areas

A. Concept-Driven Curriculum

Students in the IB MYP build on their conceptual understanding and skills acquired in the IB Primary Years Program (PYP) and extend disciplinary and interdisciplinary understanding. It combines large-scale (macro)and small-scale (micro) concepts within a subject and transmits understanding across subjects.

In MYP, we call these key and related concepts. This challenges the student intellectually, which helps support more profound knowledge of topics and ideas and facilitates higher-order thinking.
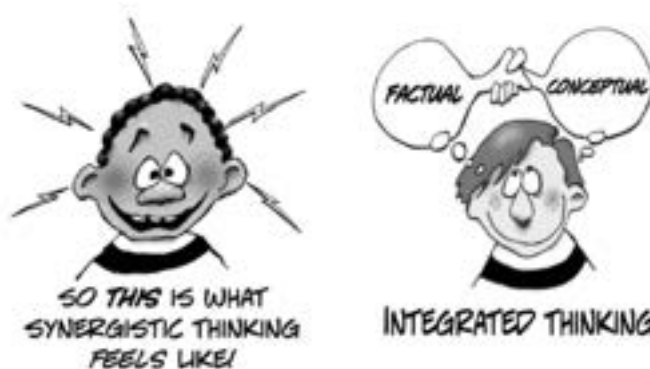
Research on a concept-based curriculum has shown that:
a) this helps students connect to prior experience and finds relevance synergistically.
b) works with a factual level of knowledge to develop the intellect.
c) creates deeper understanding at the factual and conceptual levels.
d) recognises the transferability of knowledge.
e) becomes the springboard for inspiration and action.

The MYP identifies concepts into which students must inquire. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

Key Concepts

Key concepts are broad, organising, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture. These 16 key concepts can be related to all subject groups in the MYP.

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

Related Concepts

Related concepts, grounded in specific disciplines, delve deeper into key concepts, adding depth to the program. Related concepts foster depth of learning and add coherence to academic subjects and disciplines. They are based on specific topics and disciplines. Inquiry into related concepts aids in developing more complex and sophisticated conceptual understanding in students. This document presents the related concepts for each subject area.

B. Global Context

At ARIS, MYP students study eight subject groups integrated through six global contexts that provide a framework for learning within and across the subjects. Students must study English Language and Literature, Language Acquisition (Arabic, French or Spanish), Individuals and Societies, Science, Mathematics, Arts, Physical and Health Education and Design.

Connecting learning with six global contexts supports students in understanding the complex world. All units of work allow students to explore One of the global contexts This supports students in making worthwhile connections between the real world and classroom learning.

C. Approaches to Learning (ATL)

It is widely recognised that developing transdisciplinary skills is as essential as learning specific subjects. Approaches to Learning are the transdisciplinary skills that enable students to succeed in school, education, and beyond (ATLs). Five broad skill categories can be further subdivided into ten more specific ATL skill categories. Students will learn and practise various strategies for developing these skills throughout the five years of MYP.
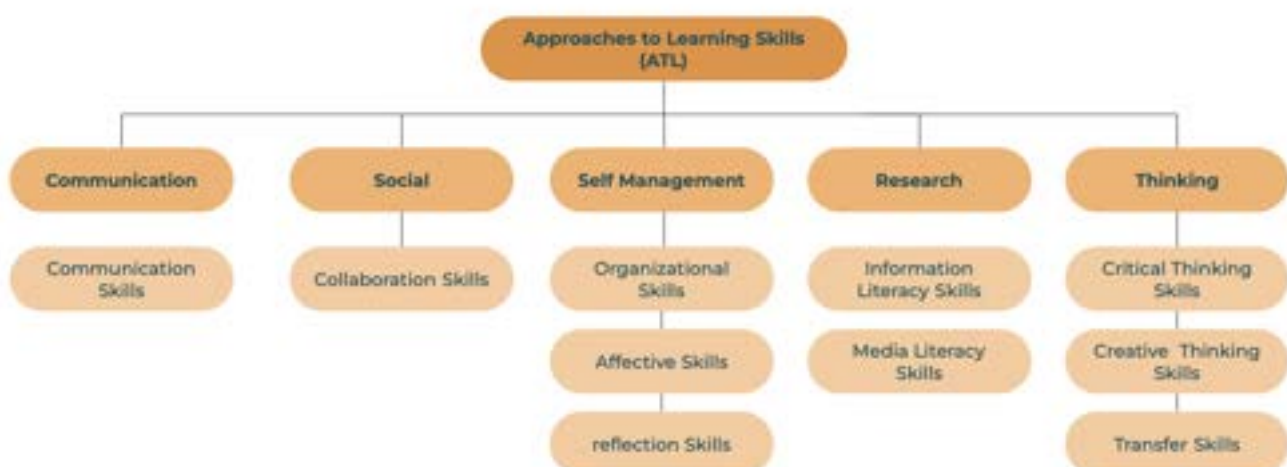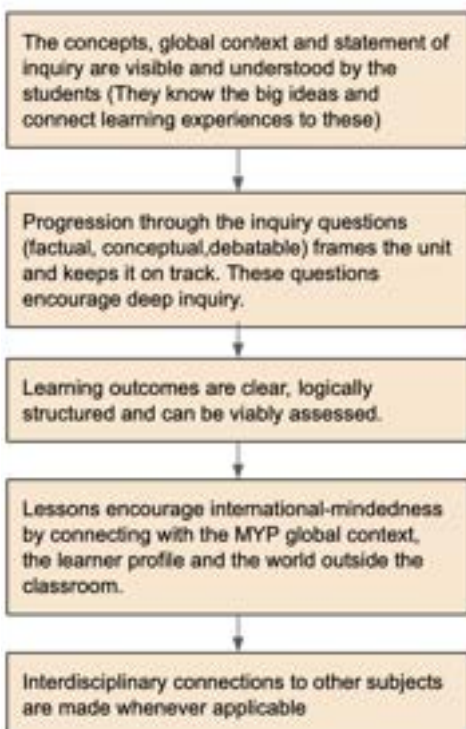
D. Approaches to Teaching

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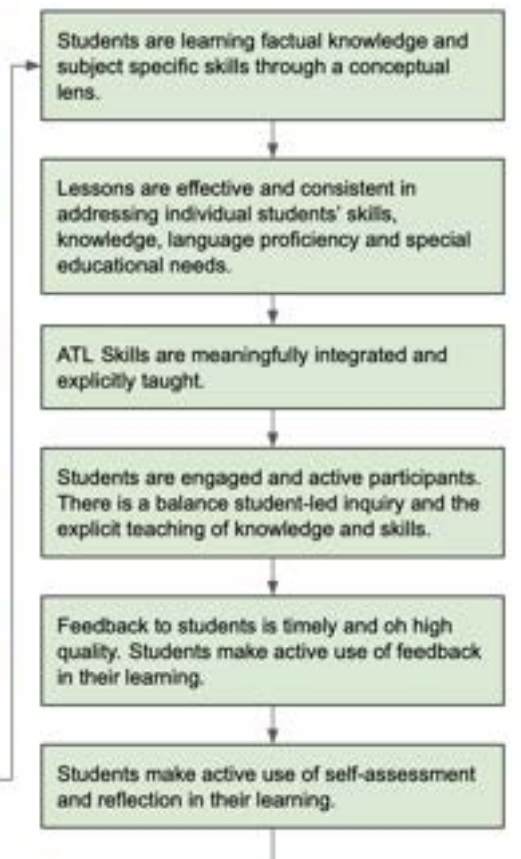

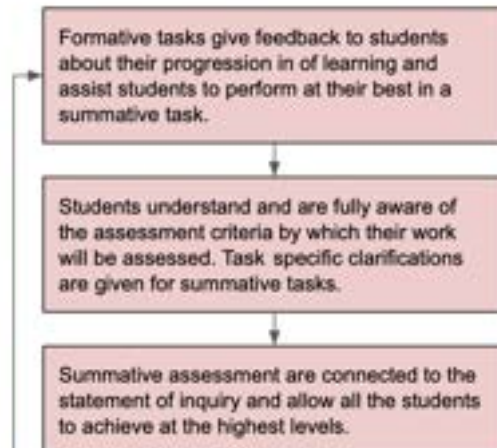The following elements are essential components of MYP Classroom.

PLANNING

The concepts, global context and statement of inquiry are visible and understood by the students (They know the big ideas and connect learning experiences to these)

Progression through the inquiry questions (factual, conceptual, debatable) frames the unit and keeps it on track. These questions encourage deep inquiry.

Learning outcomes are clear, logically structured and can be viably assessed.

Lessons encourage international-mindedness by connecting with the MYP global context, the learner profile and the world outside the classroom.

Interdisciplinary connections to other subjects are made whenever applicable

TEACHING

Students are learning factual knowledge and subject specific skills through a conceptual lens.

Lessons are effective and consistent in addressing individual students' skills, knowledge, language proficiency and special educational needs.

ATL Skills are meaningfully integrated and explicitly taught.

Students are engaged and active participants. There is a balance student-led inquiry and the explicit teaching of knowledge and skills.

Feedback to students is timely and oh high quality. Students make active use of feedback in their learning.

Students make active use of self-assessment and reflection in their learning.

ASSESSMENT

Formative tasks give feedback to students about their progression in of learning and assist students to perform at their best in a summative task.

Students understand and are fully aware of the assessment criteria by which their work will be assessed. Task specific clarifications are given for summative tasks.

Summative assessment are connected to the statement of inquiry and allow all the students to achieve at the highest levels.

MYP Subjects Offered At ARIS

Our MYP class structure is created to provide nurturing and care from primary school while assisting our learners in coping with increased independence and chances as they go towards high school.

	Subject Group	MYP Years 1-3	MYP Year 4	MYP Year 5
Examined Subjects	**Group 1:** Language and Literature	English Language and Literature	English Language and Literature	English Language and Literature
	Group 2: Language Acquisition	French / Spanish/, Arabic	French /Spanish,/Arabic	French , Spanish, Arabic
	Group 3: Individuals & Societies	Integrated Humanities	Integrated Humanities	Integrated Humanities
	Group 4: Sciences	Integrated Science	Biology / Physics / chemistry	Biology / Physics / chemistry
	Group 5: Mathematics	Mathematics	Standard Mathematics Or Extended Matematics	Standard Mathematics Or Extended Matematics
Portfolio	**Group 6:** Arts	Visual Art /Music / Drama	Visual Art /Music / Drama	Visual Art /Music / Drama
	Group 7: Physical & Health Education (PHE)	Physical and Health Education (PHE)	Physical and Health Education (PHE)	Physical and Health Education (PHE)
	Group 8: Design	Design (Product & Digital)	Design (Product & Digital)	Design(Product & Digital)

Assessment of Learning all MYP Subjects

In each MYP course, student progress and assessment are based upon the subject group objectives and criteria throughout a unit. Each objective represents what students should know, understand, and be able to do at the end of the course and the assessment criteria allow teachers and students to determine how successfully each student has met the objective. The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP 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.

Subject groups must address all four objective strands at least twice yearly of the MYP.

These objectives are directly related to the assessment criteria in each guide's "Assessed curriculum" section. These objectives, when taken together, reflect the knowledge, skills, and attitudes that students require to live an active and healthy life; they represent critical aspects of physical, personal, and social development.

MYP Certificate (MYP)

At the end of MYP 5, each MYP student must develop a [personal project](#) independently, which is externally validated by the IB. Producing genuinely personal and creative work over an extended period is a summative review of their ability to conduct independent work.

ARIS has opted for external assessment (e-Assessment) in all other program elements to allow our students to [earn a formal, internationally recognised certificate](#). The total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment.

Students must achieve at least 28 points, with a grade of '3' or higher in each E-assessment component, to be eligible to receive the [IB MYP certificate](#).

IN ARIS we expect our students to achieve

- at least a 4/7 in each MYP subject area;

- at least a 4/7 on the Personal Project;

- a minimum total of 32 total points across the 8 MYP Subjects and Personal Project;

- completion of ARIS expectations for Service as Action and **participation in a Service as Action interview**

- minimum 90% attendance.

- The requirements for the MYP certificate of completion are also the conditions for promotion from year 11(MYP5) to the IB Diploma Programme/ IB Career-related program. A score of 5 and above for each higher level subject and a score of 4 and above for each standard level subject.

 Students register for eAssessment in the MYP must participate in two types of examinations:

- [ePortfolios](#) of coursework, including a compulsory ePortfolio for the [personal project](#) and at least one from ART, Design or PHE.

- [On-screen examinations](#), with each exam lasting between one hour and 45 minutes and two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups. The Language acquisition assessment comprises one on-screen examination, and one internally assessed individual speaking assessment.

Promotion within the MYP

 Promotion after each year is not automatic. To be promoted from within the MYP (year 7 - Year 10), a student's final report should demonstrate:

- at least a 4/7 in each MYP subject area;

- an average final grade of at least 4 in the MYP subjects;

- completion of ARIS expectations for service as action; and,

- minimum 90% attendance.

Failure to achieve the above mentioned conditions will lead students to attend compulsory summer enhancement courses during the summer break at an additional cost.

MYP Subjects Details

Group 1: Language & Literature

Students must study at least one language at Language & Literature level. Language & Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of language and literature, aiming to equip students with linguistic, analytical and communicative skills. At ARIS, we offer English Language and Literature courses in MYP and DP levels.

The study of MYP English Language & Literature is to encourage and enable students to :

● use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
● develop critical, creative and personal approaches to studying and analysing literary and nonliterary works;
● develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Learning objectives relate directly to the assessment criteria.

Objectives

A. Analysing
To reach the aims of studying language and literature, students should be able to:
i. analyse the content, context, language, structure, technique and style of text(s) and the relationships 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. Organising
To reach the aims of studying language and literature, students should be able to:
 i. employ organisational structures that serve the context and intention
 ii. organise opinions and ideas in a sustained, coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable for context and intention.

C. Producing text

To reach the aims of studying 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 linguistic, literary and visual devices, demonstrating awareness of the impact on an audience

iii. select relevant details and examples to develop ideas.

D. Using language

To reach the aims of studying 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 eAssessment:

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. In MYP language and literature courses, on-screen examinations comprise two tasks. MYP language and literature on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in studies in language and literature.

Tasks	On-screen examination & Recommended Timings	Assessment Criteria				Task totals
		A	B	C	D	
Task 1	Analysing-shorter response questions (Approx. 35 mins)	10	-	-	-	10
Task 2	Analysing- extended comparison question (Approx. 35 mins)	10	10	-	-	20
Task 3	Producing Literary texts- writing (Approx. 35 mins)	-	-	10	10	20
Task 4	Producing non-literary text (Approx ; 15 mins)	-	10	10	10	30
Total- 120 minutes		**20**	**20**	**20**	**20**	**80 marks**

Group 2: Language Acquisition

Languages offered at ARIS for MYP classes are Arabic, French and Spanish.

The main objectives of learning a modern foreign language are to develop a method of communication and to gain knowledge of the linguistic, cultural, and social aspects of the societies where these languages are spoken. There are six phases to both language learning and instruction. The phases are a developmental continuum of learning a new language. Students may begin their courses anywhere along the continuum, and they may also complete them in any phase.

The language acquisition subject group objectives represent some of the essential processes of language. They have been organised 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 Listening
B Reading
C Speaking
D Writing

Language Profiles

At ARIS, we promote effective communication, identity development and appreciation of other cultures through language learning. ARIS Language acquisition programme outline seeks to build on and advance our students' diverse backgrounds and language profiles. Students have the opportunity to study two languages English, Arabic, French and Spanish.

To be eligible for the MYP Certificate of Completion, Students must have English or French as language and Literature, and at least one must be a Language acquisition course.

Language Placement

The department Head for the languages (Arabic, French and Spanish) work with the MYP Language teachers to assign students to classes based on their current level of proficiency. New students and students of Year 7 (MYP 1) will have a diagnostic test at the start of the year to form a baseline.

Moving into the Next Phase

Proficiency levels are categorised according to the IB's Continuum of language learning. Students progress through "phases" as their language proficiency levels increase, from Phase 1 (Beginner) to Phase 6 (Proficient.

As students progress through the six phases, they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts and for an increasing variety of audiences and purposes.

This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.
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Teaching and learning in the language acquisition subject group is organised into three proficiency levels. Each level focuses on two phases. In total, there are six phases. The phases represent a developmental continuum of language learning. Depending on their prior language learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple, authentic texts.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii	analyse conventions in a wide variety of simple, authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective B: Reading			
i	Identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple,	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of

	authentic texts	some complex authentic texts	complex authentic texts
ii	analyse conventions in a wide variety of simple, authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii	analyse connections in a wide variety of simple, authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective C: Speaking			
i	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv	communicate almost all the required information clearly and effectively	communicate almost all the required information clearly and effectively	communicate almost all the required information clearly and effectively
Objective D: Writing			
i	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context

MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination and an internally assessed IB moderated speaking examination. In MYP language acquisition courses, on-screen examinations consist of three tasks and may include any topics from the language acquisition list.

Tasks	On-screen examination & Recommended Timings	Assessment Criteria	Marks
Task 1	Comprehension of audio-visual texts in the target language (Approx. 35 mins)	Criterion A	24
Task 2	Comprehension of written, visual texts in the target language (Approx. 35 mins)	Criterion B	24
Task 3	Production of written texts to communicate information in the target language (Approx. 35 mins)	Criterion D	24
	Total (1 hour 45 mins)		72 marks

The individual speaking assessment task is marked by students' classroom teachers against published speaking examination marking criteria for MYP year 5. The IB moderates a sample of the interactive speaking examination from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

Individual Speaking Assessment Task & Recommended timings	Assessment Criteria	Grade
Speaking Examination- Applying linguistic skills and knowledge in an authentic setting. (approx 15-17 mins, including preparation time)	Criterion C	24

MYP language acquisition examination tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in language acquisition and studies in language and literature.

Group 3: Individuals & Societies: Integrated Humanities

Individuals and Societies is a subject group in the MYP that includes disciplines from the humanities and social sciences. Individuals and Societies allow students to hone the skills required to conduct in-depth investigations into historical, geographical, political, social, economic, and cultural factors. Students also investigate the potential effects on individuals, societies, and the environment, encouraging them to broaden their perspectives and respect the diversity in the world around them.

The aim of MYP Individuals and Societies is to encourage students to

- gain knowledge, and conceptual understanding;
- develop research, analytical and interpretive skills;
- develop and use effective communication skills;
- encourage students to respect and understand the world around them;
- provide a skills base to facilitate further study.

Objectives

A. Knowing and understanding
In order to reach the aims of individuals and societies, students should be able to:
I. use terminology in context
II. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

B. Investigating
In order to reach the aims of individuals and societies, students should be able to:
I. formulate a clear and focused research question and justify its relevance
II. formulate and follow an action plan to investigate a research question
III. use research methods to collect and record relevant information
IV. evaluate the process and results of the investigation.

C. Communication
In order to reach the aims of individuals and societies, students should be able to:
I. communicate information and ideas using an appropriate style for the audience and purpose
II. structure information and ideas in a way that is appropriate to the specified format
III. document sources of information using a recognized convention.

D. Thinking critically
In order to reach the aims of individuals and societies, students should be able to:
I. discuss concepts, issues, models, visual representation and theories
II. synthesise information to make valid arguments
III. analyse and evaluate a range of sources/data regarding origin and purpose, examining values and limitations
IV. interpret different perspectives and their implications.

MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination.Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments.

Task	On-screen Assessment	Criteria	Marks
Investigating	Students will evaluate an investigation and plan their own. Students are also asked to demonstrate knowledge and understanding from their course or the information presented in the source material.	Criteria A and B	26
Communicating	The communicating task requires students to engage creatively with a given topic or context, effectively presenting information and ideas using an appropriate style for the audience and purpose and in a way appropriate to the specified format.	Criteria A and C	18
Thinking critically	The final task assesses students' ability to think about and discuss issues, arguments and perspectives through structured questions culminating in an extended piece of writing.	Criteria A, C and D	36
Total			**80**

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MYP individuals and societies on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in individuals and societies.

Group 4: Sciences

Aims MYP sciences aim to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and nonliving environments
- reflect on learning experiences and make informed choices.

Students at ARIS take Integrated Science in MYP 1 to MYP 3 (year 7- Year 9). In MYP 4 and MYP 5 (Year 10 and Year 11), the school offers discrete sciences i.e Physics, Chemistry and Biology. Discrete science courses include interdisciplinary science units that explore concepts, skills and processes from two or more science disciplines, provided that teachers—-

- use related concepts from the course's disciplinary focus
- devote at least fifty per cent (50%) of guided learning hours in the course to its disciplinary focus.

Objectives

A. Knowing and understanding
In order to reach the aims of sciences, students should be able to:
i. explain scientific knowledge
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
iii. analyse and evaluate information to make scientifically supported judgments.

B. Inquiring and designing
In order to reach the aims of sciences, students should be able to:
i. explain a problem or question to be tested by a scientific investigation
ii. formulate a testable hypothesis and explain it using scientific reasoning
iii. explain how to manipulate the variables, and explain how data will be collected
iv. design scientific investigations.

C. Processing and evaluating

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

i. present collected and transformed data

ii. interpret data and explain results using scientific reasoning

iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation

iv. evaluate the validity of the method

v. 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:

i. explain the ways in which science is applied and used to address a specific problem or issue.

ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue,

iii. apply scientific language effectively iv. document the work of others and sources of information used.

Visualising the scientific process

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

In every year of MYP sciences, all students must independently complete a scientific investigation that is assessed against criterion B (inquiring and designing) and criterion C (processing and evaluating).

MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. ARIS offers Biology, Physics and Chemistry for on screen assessment. Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments.

MYP sciences, on-screen examinations comprise three tasks.

Tasks	On-screen Assessment	Criteria	Grade
Knowing and understanding	Assesses knowledge and understanding of science (criterion A).	A	25
Investigation skill	Assesses the skills involved in inquiring, designing, processing and evaluating. May involve a single investigation or a number of discrete scenarios. Students must formulate hypotheses, plan investigations and collect, present, interpret and evaluate data (criteria B and C).	B C	50
Applying science	Requires students to reflect on the impact of science, and explain how science addresses real-life issues (criterion D).	D	25
Total			100

MYP sciences on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in sciences.

Group 5: Mathematics

A well-rounded education must include the study of mathematics. It encourages the development of a powerful universal language, analytical reasoning, and problem-solving abilities that help logical, abstract, and critical thinking. Both inquiry and application are encouraged in the MYP mathematics and extended mathematics courses, which aid students in learning problem-solving strategies that go beyond the classroom and are applicable outside of it. At ARIS, we offer two levels of mathematics, which are: Standard Mathematics and Extended Mathematics.

The framework for MYP mathematics outlines four branches of mathematical study.
1. Numerical and abstract reasoning
2. Thinking with models
3. Spatial reasoning
4. Reasoning with data

The aims of MYP mathematics courses are to encourage and enable students to:

- equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics;
- prepare students to use mathematics in their workplace and life in general;
- develop an understanding of the principles and nature of mathematics;
- develop logical, critical and creative thinking;
- advance confidence, perseverance, and independence in mathematical thinking and problem-solving;
- develop the ability to reflect critically upon their work and the work of others.

Objectives

A. Knowing and understanding
In order to reach the aims of mathematics, students should be able to:
i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
ii. apply the selected mathematics successfully when solving problems
iii. solve problems correctly in a variety of contexts.

B. Investigating patterns

In order to reach the aims of mathematics, students should be able to:
i.select and apply mathematical problem-solving techniques to discover complex patterns.
ii. describe patterns as general rules consistent with findings.
iii. prove, or verify and justify, general rules.

C. Communicating

In order to reach the aims of mathematics, students should be able to:
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
ii. use appropriate forms of mathematical representation to present information
iii. move between different forms of mathematical representation
iv. communicate complete, coherent and concise mathematical lines of reasoning
v. organise information using a logical structure.

D. Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:
i. identify relevant elements of authentic real-life situations
ii. select appropriate mathematical strategies when solving authentic real-life situations

For MYP4 and 5 (Year 10&11) mathematics, the school has developed courses at two levels of challenge: standard and extended. Standard mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

On-screen examinations address all four branches of mathematical study and may include any topics or skills in the MYP mathematics framework. . In MYP mathematics courses, on-screen examinations comprise three tasks

MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in mathematics and extended mathematics. On-screen examinations address all four branches of mathematical study and may include any topics or skills in the MYP mathematics framework.

Task	Assessment Criteria	Grade
Knowing and understanding	Assesses knowledge and understanding of mathematics and communication of the approaches / method used (criteria A and C).	31–35*
Investigating patterns	Assesses investigative skills in mathematics and the interpretation of findings using appropriate communication techniques (criteria B and C).	31–35*
Applying mathematics in real-life contexts	Assesses ability to apply mathematics in a real-life, likely global context. Students may be required to produce pieces of extended writing to evaluate and justify the validity of mathematics models (criteria C and D).	31–35*

*Note that criterion C is assessed equally across all tasks to a mark total of 25 marks. MYP mathematics on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in mathematics.

Group 6: Arts

The MYP's arts curriculum aims to stimulate students' imaginations, alter their perspectives, and foster their ability to think critically and creatively. Participating in the arts helps students build an inquisitive and empathetic worldview by encouraging them to comprehend the arts in context and the cultural histories of artworks.

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based approach explores factual, conceptual and debatable questions in the study of the arts. Student learning may be focused on one or more of the following arts disciplines:

- **Music**
- **Theatre**
- **Visual Arts**

Modes of performance through visual arts and performing arts offer students various opportunities to express emotion, ideas and opinion through entirely separate skill sets, and therefore we offer both a visual and a performing art for all students from MYP 1 to MYP3. In MYP 4 , students have an opportunity to keep both ART or drop one.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. This indicates that students must engage in 50 hours of structured learning in the arts in each year of MYP years 1–3. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5. Guidance on how schools can structure their arts courses can be found in the Arts guide and Arts teacher support material.

Objectives

Each arts objective corresponds 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.

A: Investigating:
i. Investigate the art and works/performances of others related to the statement of inquiry
ii. Present a critique of artwork/performance in context.

B: Developing (creating art)
i. Practically explore ideas through art to inform the development of an artistic intention.
ii. Use knowledge and understanding of art and artworks to formulate an artistic intention in line with the statement of inquiry.

B. Developing (performing art)
i. Use knowledge and understanding of art and performances to formulate an artistic intention in line with the statement of inquiry.
ii. Demonstrate the ability to independently determine causes of problems in rehearsal and use strategies to solve them.

C: Creating (Creating art)
i. Create an artwork to fulfil the artistic intention
Ii. Performing (Performing art) Present a realised performance to fulfil the artistic intention

D: Evaluating
i. Evaluate the extent to which the art work/performance fulfils the artistic intention.
ii. Reflect on their development as an artist.

MYP eAssessment

eAssessment in the arts is available at MYPr 5/competent stage. For each assessment session, the IB publishes a partially completed arts unit planner (including required assessment tasks) the first week of November, that teachers must develop and deliver in their contexts. The partially completed unit planner provides the summative assessment tasks (which will assess all strands of each criterion) for the session.

The completed assessments are presented as an ePortfolio, which should demonstrate students' achievement of the arts objectives. MYP ePortfolios are marked by the students' classroom teachers against published criteria for MYP year 5/competent stage. In each examination session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards. MYP arts summative assessment tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in any of the arts disciplines. The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

Students seeking IB-validated grades must demonstrate their achievement of the subject group's objectives by submitting an ePortfolio that includes:
- an investigation into the work of master artists, theorists and practitioners;
- the application of creative-thinking behaviours to generate artistic intentions;
- acquiring, developing and applying skills and techniques while exploring artistic ideas;
- applying the outcomes of their investigation in the development of their work;
- critical appreciation of the work of others;
- critical evaluation of their work and its impact in the broader world.

Group 7: Physical and Health education

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 focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to developing the attributes of the IB learner profile, promoting the health of individuals and communities.

MYP physical and health education also helps to prepare students for overall success in the DP, and connects directly with their participation in creativity, action, and service (CAS).

Main objectives The PHE curriculum aims 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 metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. Subject groups must address all four objectives strands at least twice yearly of the MYP. Each physical and health education objective corresponds to one of four equally weighted assessment criteria..

Objectives

A. Knowing and understanding
In order to reach the aims of physical and health education, students should be able to:
i. explain physical 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:
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
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
iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:
i. explain and demonstrate strategies that enhance interpersonal skills
ii. develop goals and apply strategies to enhance performance
iii. analyse and evaluate performance.

MYP eAssessment

Students seeking IB-validated physical and health education course results must demonstrate their achievement of the subject group's objectives by submitting an ePortfolio in which they:

- identify a target that incorporates physical and psychological dimensions of performance in physical and health education
- create, implement and document progress towards their goal through multiple interim cycles of analysis
- record and evaluate their final performance
- reflect on their personal growth and interpersonal skills.

MYP ePortfolios are marked by students' classroom teachers against published criteria for MYP year 5. In each exam session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP physical and health education ePortfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in the IB Diploma Programme course in sports, exercise and health science.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

Group 8: Design

Inquiry and problem-solving are core to MYP design. The design cycle is required as a tool 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 by the subject group. A solution in MYP design can be defined as a model, prototype, product, or system developed and created independently by students. MYP design challenges all students to solve design problems using practical and creative thinking skills; encourages students to investigate the role of design in both historical and contemporary contexts; and increases students' awareness of their responsibilities when making design decisions and taking action. The MYP expects all students to actively participate in and focus on the entire design process rather than the final product/solution.

Aims

The aims of MYP design are to encourage and enable students to:
- enjoy the design process and gain an understanding of its elegance and power.
- develop knowledge, understanding and skills from different disciplines to design and create
solutions to problems using the design cycle.
- use and apply technology effectively as a means to access, process and communicate
information, model and create solutions, and to solve problems.
- develop an appreciation of the impact of design innovations for life, global society and
environments.
- appreciate past, present and emerging design within cultural, political, social, historical and
environmental contexts.
- develop respect for others' viewpoints and appreciate alternative solutions to problems.
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Objectives

A- Inquiring and analysing
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 prioritise 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 summarises the analysis of relevant research.

B - Developing ideas
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
iii. present 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
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.

D - Evaluating
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.

E Assessment:

Students seeking IB MYP validated course results for design must complete an ePortfolio in which they demonstrate their achievement of the subject group's objectives. Every Year, IB publishes a partially completed design unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The recommended teaching time for the ePortfolio unit is approximately 20 hours.

Students complete a portfolio of work in the form of a design project, following the design cycle. It is essential that the work of each student is clearly identifiable for the assessment process, both to the teacher and to IB examiners. Students need to provide the evidence of their tasks in a following format—-

- Text evidence—students record their personal contribution, ensuring they carefully identify their role in the development and any eventual outcome, paying particular attention to documenting their individual approach, investigation and contribution made to the collaborative process.

- Video and photographic evidence—each student ensures that he or she is clearly identifiable, for example, by wearing a coloured top that contrasts with other members of the group, so he or she can be recognized as the focus of assessment.

- Audio evidence—audio evidence is not generally recommended for collaborative or group work because it is not possible to identify each individual contributor.

Submission of the ePortfolio

Submission limits (examiners will not read beyond these limits)	
Written work	40 A4 pages
Appendix	10 A4 pages

An appendix can be used to demonstrate supporting research or raw data that would otherwise impact upon the overall maximum page count. It will not be formally assessed, but may be referred to in order to confirm specific parts of the report. This may be uploaded as a separate document to the main written work.

Service as Action

Service as Action is a requirement for IB MYP in every year of the programme. Progression from year to year depends on students meeting the school's expectations for Service as Action. Awarding the MYP Certificate of completion at the end of MYP 5 depends on students completing the school's expectations for SA, recording their reflections in the Managebac and completing a SA interview.

Projects may be of either an individual or a collaborative nature. Activities vary by grade. Students are required to engage with and reflect on service projects throughout their entire MYP experience through classroom learning, out-of-school experiences, extracurricular activities and /or from their area of interest.

In lower grades, students have the opportunity to work as a group or independently to complete SA projects. In upper grades, students must both take part in and lead different projects. The school also encourages students to participate in various outbound activities and trips aligned with the learning of Service as Action. Participation in the AISA - GISS conference is one example that supports students to participate in activities linked with the UN SDG.

Students are required to reflect on their projects to grow from their experiences. At the end of MYP 3, students exhibit their projects through a community service exhibition and in MYP 4 & and MYP 5, students complete a Service as Action interview.

This interview checks on their progress and verifies their commitment to the programme. During the interviews, students' reflections and conversation are used to show evidence of the SA outcomes listed below and support them in becoming more aware of their own strengths and areas for growth.

How Service as Action is executed and documented at ARIS.

Students document their progress on ManageBac providing evidence and reflection on their SA activities
is a natural part of their school life.

Planning (Inquiry): Students identify and make a proposal to their advisers before taking action for approval via ManageBac. This involves researching to find out where help is needed. In this process, they seek help from their

advisors or coordinator. They need to describe what they intend to do in line with the Service as Action objectives. Once they approve, CAS Advisors assign a supervisor for each student or group based on the project.

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

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

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

01 Student plans an action by recording it on ManageBac. → 02 Action is approved by the supervisor on ManageBac → 03 Students takes action, which they record on ManageBac → The student reflects on impact of action in relation to the Service as Action Self-Assessment and outcomes in ManageBac.

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

All Service as Action activities should not be for personal profit or part of regular house chores.

Personal Project:

The MYP Personal Project is the final component of the MYP and an IB requirement.

The Personal Project encourages students to apply various skills acquired throughout the five-year program. The project explicitly encourages students to practise and strengthen their Approaches to Learning (ATL) skills, connect classroom-learning engagements with personal experience, and develop their interests for lifelong learning.
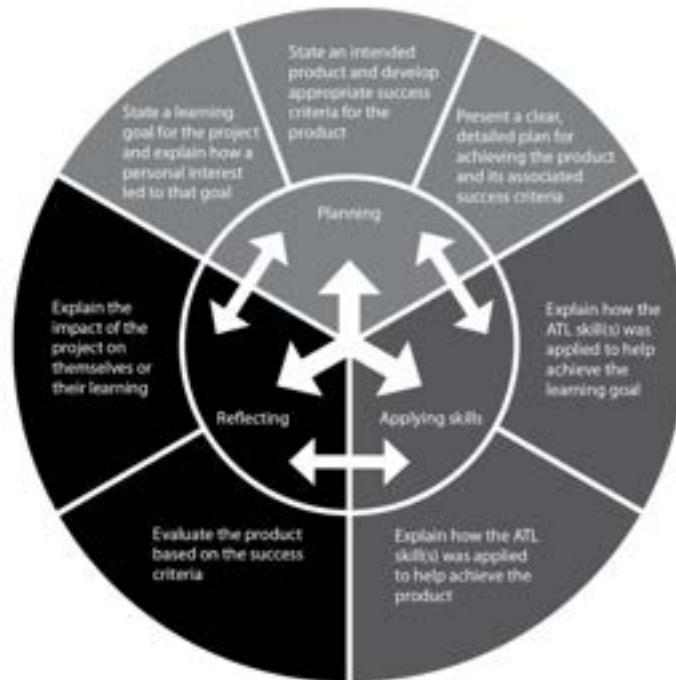
The Personal Project is an excellent opportunity for students to produce truly creative pieces of work of their own choice, even if it has not been represented by one of the subject areas. Students will keep a process journal documenting their problem-solving strategies and the learning process, enabling them to examine and reflect upon their experience.

In the end, Students need to submit a final report, A written report aims to inform and explain the process of the Personal Project in a succinct form. As the report is a component of the MYP Personal Project, students should plan their time carefully.

Planning, drafting, rehearsing and preparing materials are all necessary steps, and students should be aware of the amount of time required to complete the report and also be careful to ensure that their report is a distinct component of the MYP Personal Project and is not a collection of process journal entries.

The details are in the Personal project handbook.

Assessment of Personal Project.

The following objectives will be used to assess the personal project:

A Planning (Maximum 8 marks)
In the personal project, students should be able to:
  i. State a learning goal for the project and explain how a personal interest led to that goal.
  ii. State an intended product and develop appropriate success criteria for the product.
  iii. Present a clear, detailed plan for achieving the product and its associated success criteria.

B Applying Skills (Maximum 8 marks)
In the personal project, students should be able to:
  i. Explain how the ATL skill(s) was/were applied to help achieve their learning goal.
  ii. Explain how the ATL skill(s) was/were applied to help achieve their product.

C Reflecting (Maximum 8 marks)
Students should be able to:
  i. Explain the impact of the project on themselves or their learning
  ii. Evaluate the product based on the success criteria

Exhibition

Students will celebrate the completion of their project and share the entire project in an exhibition; the exhibition will be open to parents, staff and students of ARIS Secondary. It is expected all students in MYP 4 (Year 10) will attend as an opportunity to start considering what their interests might be and how they might approach this milestone. In addition to providing an opportunity for students to share their experience with the ARIS Community, it also allows students to further develop their communication and presentation skills.

Interdisciplinary Unit

One of the MYP's distinguishing characteristics is its emphasis on interdisciplinary teaching and learning. This characteristic emerges from the challenges and opportunities of educating students in and for a globally interconnected world.

It connects disciplines to develop new understanding, create products, or address real-world issues in ways that a single approach would not have allowed. Interdisciplinary teaching and learning do not replace MYP subject groups; instead, it selects and reorganises disciplinary objectives in meaningful and connected ways.

In each year of the program, students participate in at least one collaboratively planned interdisciplinary unit involving at least two disciplines from the same subject group (for example, history and geography) or from two different subject groups (for example, visual arts from arts, and biology from sciences).

MYP e-assessment

Students participating in MYP eAssessment for interdisciplinary learning should take part in at least two formal interdisciplinary units in MYP years 4 and 5. At the end of MYP 5, Students will take on-screen assessments like other subjects.

The interdisciplinary learning on-screen examination explores each assessment session's chosen global context through disciplinary and interdisciplinary lenses for two of the following subject groups:

- Language and literature
- Individuals and societies,
- Sciences
- Mathematics.

These two subjects are explored in detail in the examination. However, questions that require another subject to be considered may be featured, including the opportunity to incorporate arts, design, PHE and language acquisition.

Pre-release material is published on the programme resource centre on 1 April to facilitate a deep global context analysis and to provide a focus for the interdisciplinary learning on-screen examination. The pre-release material announces the two subject groups that will be the focus of the session's interdisciplinary examination.

Task details

The interdisciplinary learning on-screen examination (two hours) has two tasks; students should spend roughly one hour on each task. The examination structure ensures that students have enough time to provide thorough responses that demonstrate their creative and critical thinking abilities in an interdisciplinary setting. Reflection is evaluated; however, the strand that will be evaluated should not be limited to a specific task; rather, it should be determined by the context. Assessment criteria: Criterion C (reflecting) is assessed in combination with either Criterion A (evaluating) or Criterion B (synthesizing).

Task	Marks	Main criteria assessed	Criterion marks
Evaluating and reflecting	12 or 24	A or A &C	12 or 24
Synthesising and reflecting	12 Or 24	B or B & C	12 or 24
Total	36		

ART and Community Service Exhibition

MYP Arts students from all year groups present their work in an exhibition in November and April. Furthermore, all MYP 3 students are required to demonstrate their learning in Service as Action through a Community Service exhibition in June.This exhibition is an opportunity for students to present their progress and goals to parents personally, and to share some of the reflection and thinking behaviours and exciting work that they have been involved in during the year.

MAP Growth Test

MAP Growth is a computer adaptive test created by NWEA that our MYP 1-3 students take two times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. Our students take test in reading, language usage, General Science and Math.With these child-friendly tests for young learners, students wear headphones, since many questions include audio to assist those who are still learning to read.

At the end of the year, we provide a Student Progress Report, which contains information and scores from your child's most recent and past MAP Growth tests via managebac.

Parent communication and progress reports

ARIS reports about students' performance and progress in a variety of ways:

Managebac

ARIS uses Managebac as its students' management system. The Managebac portal provides a channel of communication for students, parents, teachers and the school administration that is easily accessed via smartphone, tablet and computer.

Teachers use the Managebac online gradebook to record their students' grades and attendance. They also use it to communicate information about the individual assessment tasks and academic progress.

The Managebac gradebook provides students, parents as well as the school's administration with timely access to the students' progress. It

shows the formative and summative assessment tasks for each MYP Unit, which allows for the ongoing monitoring of the progress of student's learning over the course of the semester/year.

The Open Day and Orientation meetings

At the beginning of each academic year, parents gain information about the school from the coordinators and homeroom teachers regarding the curriculum and classroom routines.

The Open House is usually held between the end of August and the beginning of September.

3 -Way Conference

In our Student-led 3 way conference, students share their learning MAP for the semester with their parents. Subject teachers and the students collaboratively highlight the students strengths and areas for improvement. Parents and teachers discuss the progress of the students and receive feedback and guidance from the teacher on how to help in their child's learning process.   3- way Conference happens in the month of October and March before Mid Semester break.

Written Report

Parents receive summative student reports twice a year at the end of each semester in December and June.. Reports include feedback on academic progress, Approaches to Learning skills, Service as Action engagement, as well as comments on social and emotional indicators from the Homeroom Teacher. The semester one report reflects on students' achievement for that period. The end of year report in semester two, reflects on the students' progress across the whole year.

Scheduled Meetings

Parents and teachers have the option to set meetings at any time. Appointments could be arranged via email through Managebac or through the Reception Desk.

Tracking Students' Performance

During the school year, parents can continuously follow the planned school experiences on ManageBac as well as see the weekly calendar, assignments due, and the student's grades for the different assignments. The calendar, including upcoming assignments, can be found in the 'Calendar' tab on the left, which also will show the student's attendance and enable parents to send messages to the homeroom teacher.
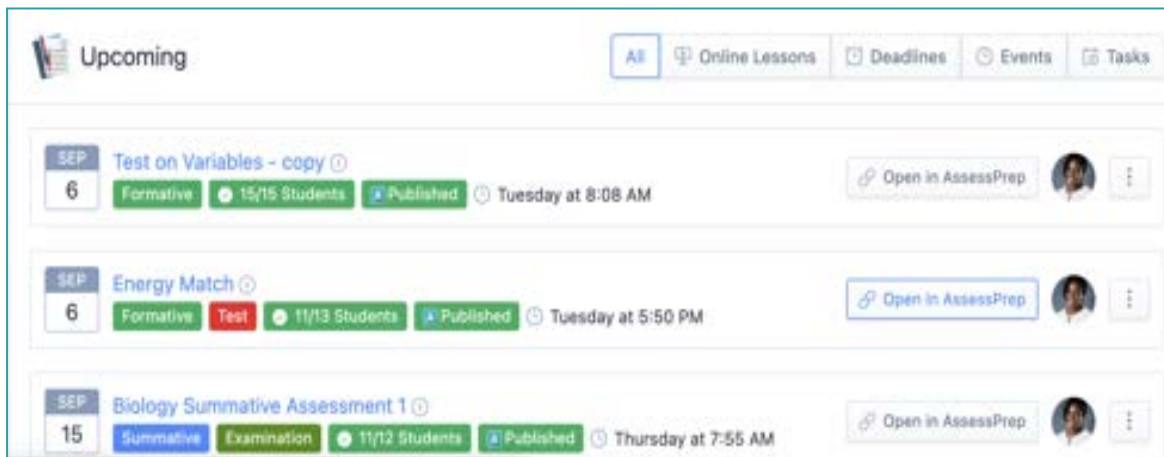
ManageBac also allows parents to track student performance and feedback given on various assignments. By clicking the progress tab and choosing the relevant subjects (here, an example from humanities), the students' progress is shown once uploaded by the teacher.
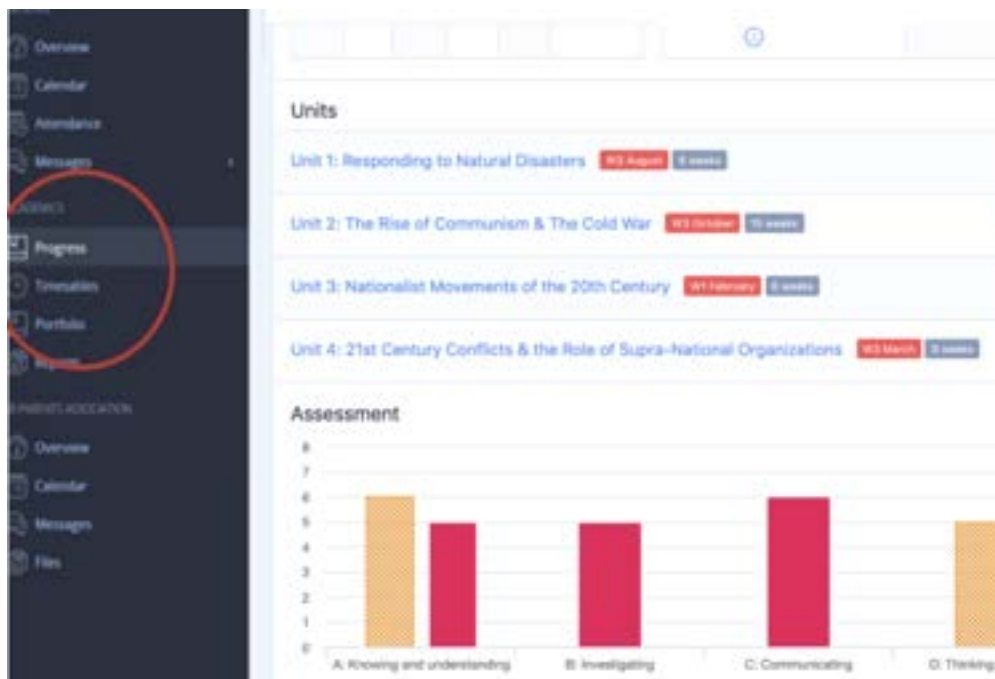
Bring Your Own Device (BYOD)

ARIS is a BYOD secondary school, and all students must bring their device daily to school. As students register in school, they receive a school email address and access to a range of systems that are used in class. The minimum specification for BYOD is listed below:

COMPONENT REQUIREMENT

Computer and processor
WINDOWS OS:
1.6 GHZ or faster, 2 core. Memory. WINDOWS OS: 4 GB RAM: 2 GB RAM (32-bit) Hard Disk. WINDOWS OS: 4 GB or available disk space.

**For Mac Operating System:**
Mac OS X Version 10.12 or later
Computer and processor. Intel processor
Memory. 4 GB RAM or higher

Chrome Books and iPads , Tabs are not acceptable BYOD.

Mathematics Calculator

Students enrolled at ARIS will need a scientific calculator for MYP 1 – 5. This is part of the students supply list and, although they will not use them every class, they are expected to bring them every class. It can be any brand of calculator as long as it has a button for "sin", "cos" and "tan" such as this one from Biltema shown
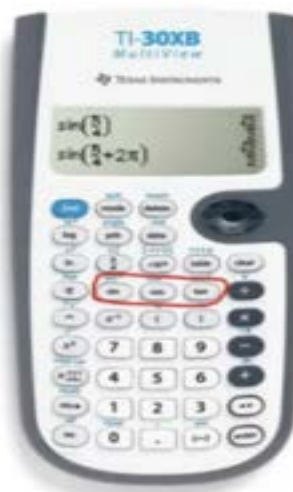
Learning Pathways at ARIS

MYP 1 – 3
Summative Assessments in each subject for all four criteria in each Semester. Internal examination (on Screen) at the end of Semester 2 MAP Growth Test in September and March. At the End of MYP 3 community Service exhibition

For MYP 4- 5 (e-Assessment Pathway)
Internal Examination (On Screen) in each semester Summative Assessments in each subjects for all four criteria in each semester Personal project exhibition In MYP 5 External E assessment at the end of MYP 5 every year in MAY.
All students are expected to register for MYP e assessment. In special circumstances if a student graduates with ARIS high school diploma in recognition of their secondary education, a transcript will be available that includes final two years of school assessed MYP Grades. Our School career guidance counsellor then discusses alternative pathways for the student.

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IB Diploma Programme (IBDP)	IB Career-Related Programme (IBCP)
Minimum Requirements: ● A minimum of 30 points from the MYP courses ● A minimum of grade 4 in all MYP subjects for (IBDP-SL) and a minimum of grade 5 in all MYP subjects for (IBDP-HL) ● Any grade lower than 4 with any specific valid reason will strictly be dealt with on a case-to-case basis ● Failure to submit the MYP personal project will not be permitted to be a full DP candidate.	**Minimum requirements:** ● A minimum of 28 points from the MYP courses. ● A passing grade of 3 for the MYP subject for DP subjects at SL Level. ● A minimum of a grade 4 in MYP subjects for DP subjects at HL Level ● Completed the personal project successfully. ● Failure to submit the MYP personal project will not be permitted to be a full CP candidate.
Subjects: In the IBDP programme, students should choose one subject from each of the groups below: 1- Language & Literature 2- Language Acquisition (Arabic, French, Spanish) 3- Humanities 4- Sciences 5- Mathematics 6 - Arts In addition to DP subjects, all DP students should take 3 core subjects: Extended essay (EE) Theory of knowledge (TOK) Creativity, Action, Service (CAS)	**CP Pathways:** At ARIS, the CP students have three pathways to choose from: Business Pathway with Pearson BTEC Hospitality Pathway with Pearson BTCE ART & DEsign with SCAD For each pathway, the subject combination for these pathways differs. All CP students should take 4 CP core: Personal & Professional Skills (PPS) Reflective Project (RP) Language Development (LD) Service Learning (SL)

ARIS Policies

It is expected that MYP students familiarise themselves with the ARIS policies:

Assessment

Child Protection

Academic Honesty

Mobile Use

Attendance

Uniform

Behaviour

The MYP Team

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References:

1. [MYP: From principles into practice (Updated 2022 for use with the latest Programme standards and practices)](#)

2. International Baccalaureate Organization. [What is an IB education?](#)

3. [Research report—What are the benefits of the International Baccalaureate Middle Years Programme for teaching and learning? Perspectives from stakeholders in Australia (2018)](#)

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