

MYP HANDBOOK



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Introduction to the MYP



WHAT IS THE IB MIDDLE YEARS PROGRAM?

At The Kaust School we offer a 5 year International Baccalaureate Middle Years Program (MYP) for children between the ages of 11-16 years old (Grades 6-10). Our teachers strive to make the content and skills of their subjects relevant, age-appropriate and engaging in their delivery, while promoting the values, skills and concepts of the MYP and the Ib programmes. As our learners develop intellectually, socially and emotionally through these years from childhood to preliminary stages of adulthood we support them in their endeavors to become independent learners and responsible future global citizens.

THE IB MISSION

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 programs of international education and rigorous assessment.

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



WHAT IS THE IB LEARNER PROFILE?

IB LEARNERS 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, 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 the world around us.

Risk-takers

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

Balanced

We understand the importance of balancing different aspects of our lives -- intellectual, physical, and emotional -- to achieve well-being for ourselves and others. We recognize 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.

WHAT IS THE MYP PROGRAM FRAMEWORK?

GLOBAL CONTEXTS

The MYP Global Contexts prompt MYP Teachers and MYP Students to ask questions, take action and deepen their understanding of several facets of our complex and interconnected world we live in. They guide the skills and tasks by ensuring that these relate to the global challenges and issues we face, whether those be personal, local, national or international. These contexts recognize that we all have a shared responsibility and individual roles to play as stewards of our planet:

Identities & Relationships

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

Orientation In Time & Space

What is the meaning of when and where?

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Personal & Cultural Expression

What is the nature and purpose of creative expression? Student will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific & Technical Innovation

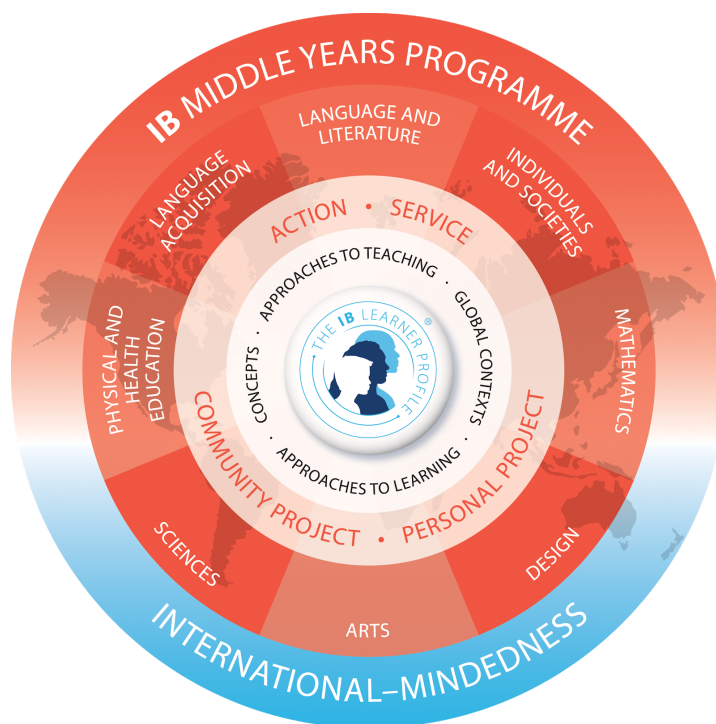
How do we understand the worlds in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization & Sustainability

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

Fairness & Development

What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.



WHAT IS THE MYP PROGRAM FRAMEWORK?

MYP KEY CONCEPTS



MYP KEY CONCEPTS

Conceptual understanding is the starting point of all MYP coursework. All MYP subjects have shared key concepts and disciplinary related concepts that are explored in the course of a unit of inquiry. The disciplinary knowledge and skills provide a means of enriching understanding and applying multiple methods of exploring these concepts from disciplinary perspectives. MYP teachers understand that the knowledge and skills in their subjects are malleable in the 21st century, while the concepts that inform the knowledge and skills are immutable.

MYP APPROACHES TO LEARNING SKILLS (ATLs)

Certain skills that productive, knowledgeable and effective individuals need transcend any specific discipline. These skills are called our approaches to learning (ATL) skills. Regardless of the subject or the contexts of study, MYP teachers share the responsibility of providing MYP students with opportunities to reflect on, learn and practice strategies that help them cultivate and refine these skills over the course of the MYP and to prepare them for the demands of the IB Diploma Program.

MYP APPROACHES TO LEARNING SKILLS (ATLs)



SUBJECTS



OVERVIEW

In any given academic year students must complete the course of work within 8 different subject groups. Each subject group has four criteria against which the students are assessed and the objectives for the subject group are met. The objectives for each subject group are clustered according to the subject group's criteria. In MYP 1-4 (Grade 6-9) the criteria may be modified to facilitate student understanding and to work through tasks that focus on discrete components of each objective.

LANGUAGE & LITERATURE (ENGLISH, ARABIC, FRENCH)

A: ANALYSING

Students should be able to:

- Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts;
- Analyze the effects of the creator's choices on an audience;
- Justify opinions and ideas, using examples, explanations and terminology;
- Evaluate similarities and differences by connecting features across and within genres and texts.

B: ORGANIZING

Students should be able to:

- Employ organizational structures that serve the context and intention;
- Organize opinions and ideas in a sustained, coherent and logical manner;
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: PRODUCING TEXT

Students should be able to:

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

D: USING LANGUAGE

Students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression;
- Write and speak in a register and style that serve the context and intention;
- Use correct grammar, syntax and punctuation;
- Spell and pronounce with accuracy;
- Use appropriate non-verbal communication techniques.



LANGUAGE ACQUISITION

A: COMPREHENDING SPOKEN & VISUAL TEXT

Students should be able to:

- Listen for specific purposes and respond to show understanding;
- Interpret visual text that is presented with spoken text;
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

B: COMPREHENDING WRITTEN & VISUAL TEXT

Students should be able to:

- Read for specific purposes and respond to show understanding;
- Interpret visual text that is presented with written text;
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

C: COMMUNICATING IN RESPONSE TO SPOKEN, WRITTEN & VISUAL TEXT

Students should be able to:

- Interact and communicate in various situations;
- Express thoughts, feelings, ideas, opinions and information in spoken and written form;
- Speak and write for specific purposes.

D: USING LANGUAGE IN SPOKEN & WRITTEN FORM

Students should be able to:

- Organize and express thoughts, feelings, ideas, opinions and information in spoken and written form;
- Develop accuracy when speaking and writing in the target language.



MATHEMATICS

A: KNOWING & UNDERSTANDING

Students should be able to:

- Select appropriate mathematics when solving problems;
- Apply the selected mathematics successfully when solving problems;
- Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B: INVESTIGATING PATTERNS

Students should be able to:

- Select and apply appropriate mathematical problem-solving techniques to discover complex patterns;
- Describe patterns as general rules consistent with findings;
- Prove, or verify and justify, general rules.

C: COMMUNICATING

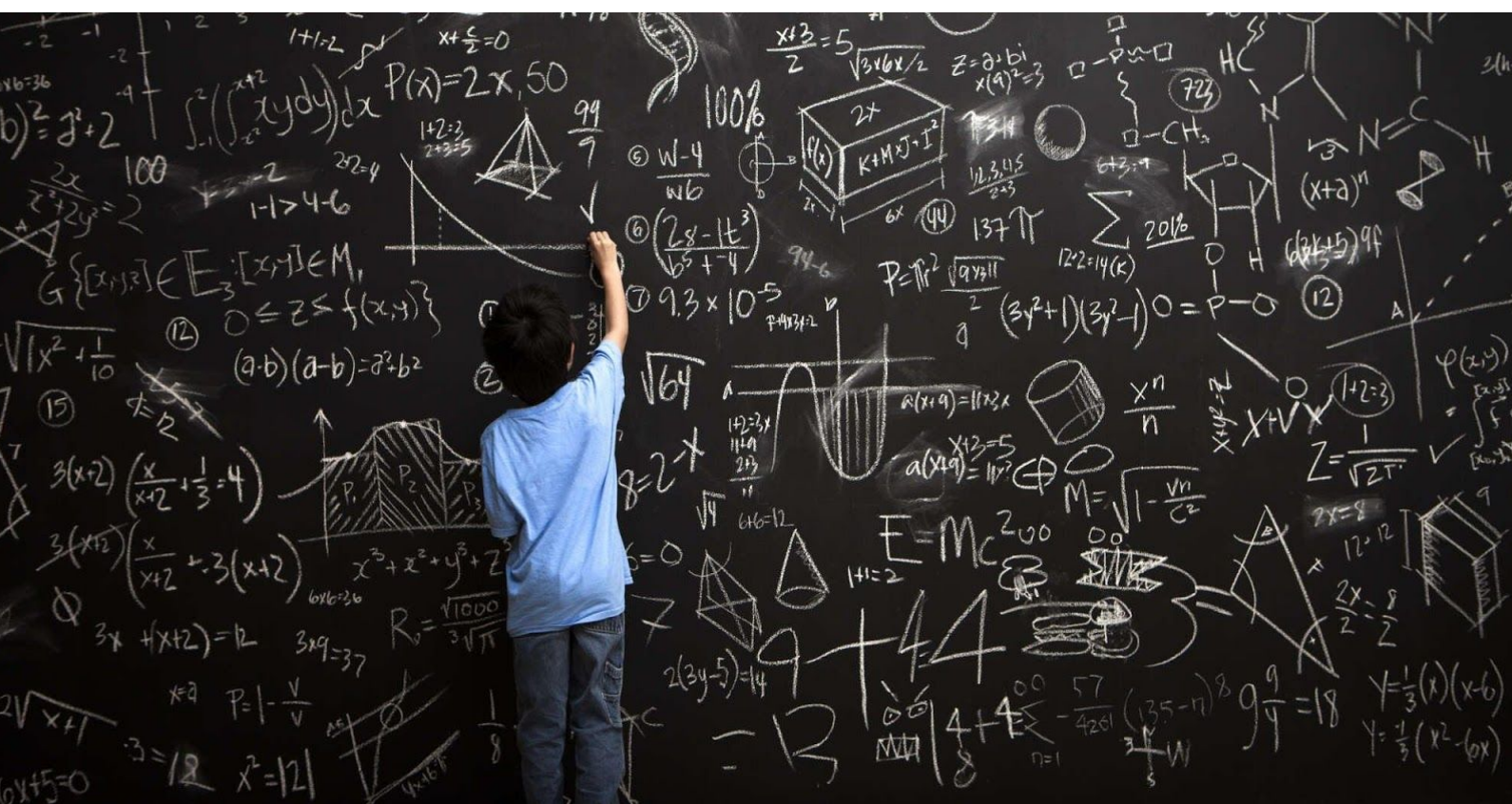
Students should be able to:

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- Use appropriate forms of mathematical representation to present information;
- Move between different forms of mathematical representation;
- Communicate complete, coherent and concise mathematical lines of reasoning;
- Organize information using a logical structure.

D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS

Students should be able to:

- Identify relevant elements of authentic real-life situations;
- Select appropriate mathematical strategies when solving authentic real-life situations;
- Apply the selected mathematical strategies successfully to reach a solution;
- Justify the degree of accuracy of a solution;
- Justify whether a solution makes sense in the context of the authentic real-life situation.



SCIENCES

A: KNOWING & UNDERSTANDING

Students should be able to:

- Explain scientific knowledge;
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- Analyze and evaluate information to make scientifically supported judgments.

B: INQUIRING & DESIGNING

Students should be able to:

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

C: PROCESSING & EVALUATING

Students should be able to:

- Present collected and transformed data;
- Interpret data and explain results using scientific reasoning;
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- Evaluate the validity of the method;
- Explain improvements or extensions to the method.

D: REFLECTING ON THE IMPACTS OF SCIENCE

Students should be able to:

- Explain the ways in which science is applied and used to address a specific problem or issue;
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- Apply communication modes effectively;
- Document the work of others and sources of information used.



INDIVIDUALS & SOCIETIES

A: KNOWING & UNDERSTANDING

Students should be able to:

- Use terminology in context;
- Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

B: INVESTIGATING

Students should be able to:

- Formulate a clear and focused research question;
- Formulate and follow an action plan to investigate a research question;
- Use research methods to collect and record relevant information;
- Evaluate the process and results of an investigation.

C: COMMUNICATING

Students should be able to:

- Communicate information and ideas using an appropriate style for the audience and purpose;
- Structure information and ideas in a way that is appropriate to the specified format;
- Document sources of information using a recognized convention.

D: THINKING CRITICALLY

Students should be able to:

- Discuss concepts, issues, models, visual representation and theories;
- Synthesize information to make valid arguments;
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
- Interpret different perspectives and their implications



PHYSICAL & HEALTH EDUCATION

A: KNOWING & UNDERSTANDING

Students should be able to:

- Explain physical health education factual, procedural and conceptual knowledge;
- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;
- Apply physical and health terminology effectively to communicate understanding.

B: PLANNING FOR PERFORMANCE

Students should be able to:

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

C: APPLYING & PERFORMING

Students should be able to:

- Demonstrate and apply a range of skills and techniques effectively;
- Demonstrate and apply a range of strategies and movement concepts;
- Analyze and apply information to perform effectively.

D: REFLECTING & IMPROVING PERFORMANCE

Students should be able to:

- Explain and demonstrate strategies that enhance interpersonal skills;
- Develop goals and apply strategies to enhance performance;
- Analyze and evaluate performance.



THE ARTS

From Grade 6 - 8, all students study Art, Music and Drama. In Grade 9 and 10, students choose 2 subjects from Visual Arts, Drama, Music and Design. Students follow their 2 choices for 2 years to ensure that they develop the range of skills and techniques over the course of their final two MYP years.

A: KNOWING & UNDERSTANDING

Students should be able to:

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

B: DEVELOPING SKILLS

Students should be able to:

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

C: THINKING CREATIVELY

Students should be able to:

- Develop a feasible, clear, imaginative and coherent artistic intention;
- Demonstrate a range and depth of creative-thinking behaviors;
- Demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D: RESPONDING

Students should be able to:

- Construct meaning and transfer learning to new settings;
- Create an artistic response which intends to reflect or impact on the world around them;
- Critique the artwork of self and others.



DESIGN

A: INQUIRING & ANALYSING

Students should be able to:

- Explain and justify the need for a solution to a problem for a specified client/target audience;
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- Analyze a range of existing products that inspire a solution to the problem;
- Develop a detailed design brief that summarizes the analysis of relevant research.

B. DEVELOPING IDEAS

Students should be able to:

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

C: CREATING THE SOLUTION

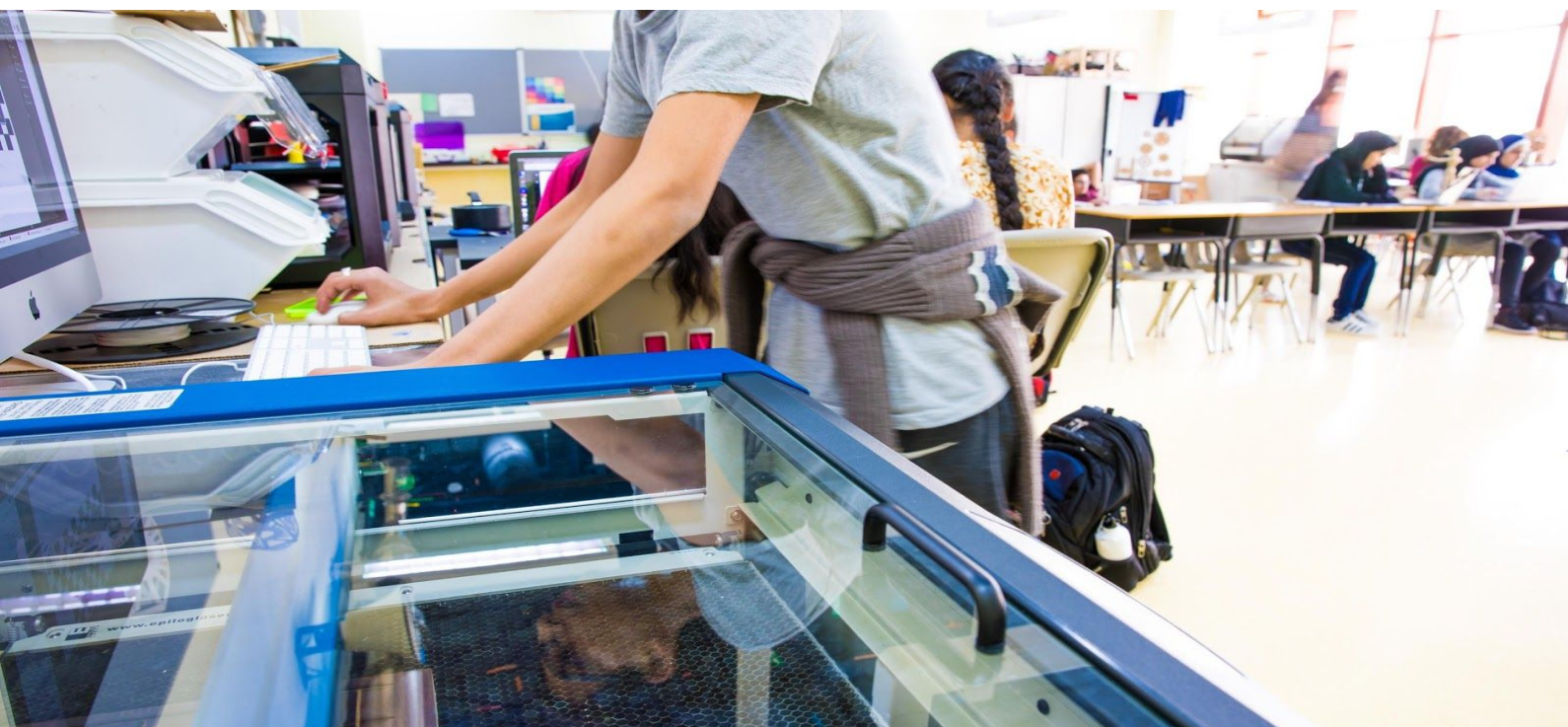
Students should be able to:

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify the changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either In electronic form, or through photographs of the solution from different angles, showing details.

D: EVALUATING

Students should be able to:

- Design 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;
- Explain how the solution could be improved;
- Explain the impact of the solution on the client/target audience.



PERSONAL PROJECT

The Middle Years Program concludes with the completion of the MYP Personal Project – approximately a year-long independent research project. The process requires each learner to set a goal, select a Global Context, a research question, outline a plan with parameters of achievement, and produce 3 artifacts to track and represent the achievement of that goal:

1. A Process Journal (recording all research information, organizational notes, and reflections)
2. A Product (a publication, performance or construction that represents the completion of the learning)
3. A Personal Statement (normally a written report that summarizes and demonstrates the learners' understanding of the Middle Years Program and its goals & concepts)

Project Progress Reports will be issued in tandem with TKS GSS's reporting periods, and students will be expected to correspond and meet with their Teacher supervisors on a regular basis.

After assessment by TKS GSS Teachers and external examiners, learners present their projects to the greater TKS GSS community at the Community Showcase Evening which takes place in March. The completion of the Project attests to the individual's ability to manage and cope with the demands and pace of the IB Diploma Program.

POLICIES



MYP LANGUAGE ACQUISITION POLICY

At TKS GSS, the IB Middle Years Programme (Grades 6-10) Language Acquisition Department offers Arabic and French as second language courses. The program is divided into 5 Language Phases which guide students from being unable to communicate in the language to being a proficient communicator regardless of the Year Level or grade they are in. When students enroll in the language of their choosing the teachers in the department will use the first 3 weeks of classes to perform diagnostic test with the student to determine the correct placement within the phases.

The MYP advises that a student remain in the same language until they reach the competency level of a Phase 4 (as a capable communicator) before selecting the other language option.

The TKS GSS Language Acquisition Program Phases are not contingent on the academic year. A student will be moved to the next phase when he/she both achieves a minimum IB MYP Grade of 4 and completes the curriculum of the current phase.

A student can switch to another phase at the completion of any trimester during the academic year provided that they meet the school's internal expectations and at the discretion of the teacher.

Any changes between Arabic and French language choices will entail written consent from the parent(s).

EMERGENT

Phase 1

Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases.

They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

Phase 2

Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.

They are aware that language varies according to purpose and audience.

CAPABLE

Phase 3

Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms.

They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.

Phase 4

Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

PROFICIENT**Phase 5**

Proficient communicators in phase 5 analyze specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.

TKS GSS ACADEMIC INTEGRITY

The following paragraphs are taken from the IB Publication *Academic Honesty in the IB educational context (2014)*.

International Baccalaureate (IB) programs encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding.

The IB uses extremely strict expectations for Academic Honesty and we implement these expectations consistently throughout the school. Students unable to meet these expectations face academic and disciplinary consequences. Students are expected to use any resources necessary to insure academic work is their own, including anti-plagiarism software on the web.

Teachers spend time in classes to explore terminology we use in relation to academic dishonesty including practices like collusion, plagiarism, cheating, falsifying.

Academic dishonesty includes but is not limited to:

- Copying homework or class assignments from another student.
- Allowing another student to copy from one's own test or assignment.
- Copying during a test, using cheat sheets or electronic devices.
- Fabricating, inventing, or falsifying research or other findings.
- Handing in assignments or coursework which has been downloaded in full or in part from the Internet, or used for another current or previous class.
- Borrowing/copying passages from books, magazines and other print sources or the Internet without indicating that it is borrowed information from someone else.
- Paraphrasing pages, sentences, paragraphs or phrases from another source without citation.

If academic misconduct is suspected, a committee will review the case to determine documentation, reporting and consequences.

Steps in MYP Overall Assessment:

1. MYP Teachers collect data on criteria-related tasks throughout the year.
2. When a report is required, a teacher uses the “best fit” approach to reach an overall criteria-related level for each student based on the data they have collected and in conjunction with the IB MYP general rubrics.
3. The criteria total is converted using the conversions provided by the IB to arrive at the IB MYP GRADE.
4. The descriptor for the IB MYP Grade should accurately describe the student’s overall performance for the grading period.
5. If the descriptor does not describe the student, the teacher needs to moderate and review his/her assessment practices with the Head of Department and the MYP Coordinator.

	IB MYP GRADE	DESCRIPTOR
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	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.
24-27	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.
28-32	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.

TKS GSS ASSESSMENT SAMPLE SUMMATIVE

Grade 6 I&S Summative Assessment Task

Unit Title:	Borders
Key Concept:	Global Interaction
Global Context:	Fairness & Development
Statement of Inquiry:	Interaction between human communities and the natural world defines and impacts borders

Task: Your objective is to research, explain and analyze a modern border dispute. You will demonstrate your understanding by creating a 3-5 minute documentary film. During the course of the research you will also be assessed on your analysis of sources as well as on your reflection of your research process.

You will choose one border dispute to research. You will be responsible for completing your own research and recording your research in a worksheet. You will also need to create a list of 3-5 sources. Lastly, you will create a storyboard and script outlining what you will cover in your documentary. Through the process of creating this documentary, you will be expected to follow the provided action plan and show your progress at daily/weekly teacher check-in sessions.

Details each student should provide in their documentary:

- Explanation of the relevance of this dispute to the audience;
- General geographic location of dispute;
- Description of all communities involved in the dispute;
- Explanation of human/cultural factors that play into this dispute;
- Explanation of the natural/physical factors that play into this dispute;
- Description of major events which occurred during this dispute;
- Possible resolutions to the dispute and their implications;
- Your personal point of view on resolution of the dispute;
- Works cited list in MLA format.

Details each student should provide in their source analysis:

- Full MLA citation of 3-5 reliable sources;
- Summary of the information provided in the source;
- Description of the origins of the source;
- Inference of the purpose of the source;
- Analysis of origin and purpose (value? limitations?)

Details each student should provide in the research reflection:

- Respond to each of the learner profile traits to explain personal growth in that area.

Goal	Students will create a 3-5 minute documentary, analyze sources and reflect on their research.
Role	Researcher and Documentary Director.
Audience	TKS Border Dispute Film Festival.
Situation	Border disputes can hinder human development and therefore deserve discussion.
Product	3-5 minute documentary.

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Level Descriptor:

- | | |
|-----|--|
| 1-2 | The student demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3-4 | The student demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. |
| 5-6 | The student demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7-8 | The student demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. |

Where can you demonstrate this?

In your research worksheet and your documentary, you show your knowledge and understanding of your border dispute and global interactions with descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

- i. explains the choice of a research question.
- ii. follow an action plan to explore a research question.
- iii. collect and record relevant information consistent with the research question.
- iv. reflect on the process and results of the investigation.

Level Descriptor:

- | | |
|-----|---|
| 1-2 | <ol style="list-style-type: none"> i. identifies a research question. ii. follows an action plan in a limited way to explore a research question. iii. collects and records information, to a limited extent. iv. with guidance, reflects on the research process and results, to a limited extent. |
| 3-4 | <ol style="list-style-type: none"> i. describes the choice of a research question. ii. partially follows an action plan to explore a research question. iii. uses a method or methods to collect and record some relevant information. iv. with guidance, reflects on the research process and results with some depth. |
| 5-6 | <ol style="list-style-type: none"> i. describes the choice of a research question in detail. ii. mostly follows an action plan to explore a research question. iii. uses method(s) to collect and record often relevant information. iv. reflects on the research process and results. |
| 7-8 | <ol style="list-style-type: none"> i. explains the choice of a research question. ii. effectively follows an action plan to explore a research question. iii. uses methods to collect and record consistently relevant information. iv. thoroughly reflects on the research process and results. |

Where can you demonstrate this?

- i. Research worksheet and documentary
 - Description of why you chose this dispute.
 - Explanation of relevance to the world.
- ii. Checklist and teacher meetings
 - Item are completed by the due date.
- iii. All questions/charts are complete
 - Research worksheet.
 - Documentary storyboard.
- iv. End of assessment reflection.
 - Reflection of your choice of research question.
 - Reflection on your ability to effectively follow your action plan.
 - Reflection on your ability to effectively collect and record information.
 - Reflection on the quality of information in your documentary.

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to list sources of information in a way that follows the task instructions.

Level Descriptor:

- | | |
|-----|---|
| 1-2 | The student inconsistently lists sources, not following the task instructions. |
| 3-4 | The student lists sources in a way that sometimes follows the task instructions. |
| 5-6 | The student lists sources in a way that often follows the task instructions. |
| 7-8 | The student lists sources in a way that always follows the task instructions. |

Where can you demonstrate this?

In your bibliography, you include MLA citations for each source (text, image and video).

Criterion D: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

- iii. identify and analyze a range of sources/data in terms of origin and purpose.
- iv. identify different views and their implications.

MYP Criteria:

- | | |
|-----|--|
| 1-2 | <ol style="list-style-type: none"> iii. identifies the origin and purpose of limited sources/data iv. identifies some different views. |
| 3-4 | <ol style="list-style-type: none"> iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications. |
| 5-6 | <ol style="list-style-type: none"> iii. identifies the origin and purpose of sources/data in detail iv. identifies different views and most of their implications. |
| 7-8 | <ol style="list-style-type: none"> iii. identifies and analyses sources/data in terms of origin and purpose iv. consistently identifies different views and their implications |

Where can you demonstrate this?

- iii. **Analyzing a source of your choosing in an in-class written assessment.**
 - Origin of the source.
 - Purpose of the source.
- iv. **Describing the different perspectives and implications in the research worksheet and documentary.**

Different perspectives and solutions to the dispute are described.

Possible outcomes of those perspectives and solutions are described.

GENERAL INFORMATION



TKS GSS LIBRARY

The Library Media Centre (LMC) is a school community resource where the librarian, teachers and students jointly create and maintain a learning environment with access to a wide-range of print and non-print information resources. The library's purpose is to foster a love of reading and the development of lifelong learning abilities in information literacy. The library media specialist works closely with teachers to support the academic program.

The library is open 7:30 am - 4:00 pm each school day.

STUDENT SUPPORT

A Learning Support Team is available to work with middle school students to facilitate students' adjustment from primary to secondary school. The team works with students who have Individual Educational Plans and provides short-term support to individual students after school who need assistance with their organizational and study habits, and those who require English-language support.

School counsellors are also available to assist students and parents when a child experiences social, emotional distress, and to provide guidance to students and their families as they go through the process of applying for college.

The TKS GSS faculty understands that learning challenges are not always apparent upon admission and students may only present challenges at certain points, or under certain circumstances in a child's development.

SERVICE AS ACTION IN THE MYP

The IB MYP required students in Grades 6-10 to engage in and reflect upon meaningful service learning projects and activities during each of the five years of the program. The scope and sequence of these activities is developed by grade level teams working together. Interdisciplinary units develop student knowledge, attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

