

# **MYP Parent & Student Handbook**



IB Office  
5201 Washington St. Ext.  
Wilmington, Delaware 19809  
302-762-7054

The International Baccalaureate Learner Profile .....	3
The IB Middle Years Programme .....	4
The IB MYP Philosophy .....	4
The IB Middle Years Programme MPHS.....	4
The IB MYP Curriculum Model .....	5
A Concept-driven Curriculum.....	6
Global Contexts.....	6
Service & Action (S&A) .....	7
Approaches to Learning (ATL) .....	8
The Personal Project.....	9
Language Placement Policy .....	9
The IB at Talley & Mount Pleasant High School, Grades 6-12 .....	11
Group 1: Language and Literature ( <i>also known as Languages A</i> ) .....	12
Group 2: Language Acquisition ( <i>also known as Languages B</i> ).....	13
Group 3: Individuals and Societies ( <i>also known as Humanities</i> ).....	15
Group 4: Experimental Sciences .....	16
Group 5: Mathematics .....	17
Group 6: The Arts .....	19
Group 7: Design.....	21
Group 8: Physical and Health Education ( <i>also known as PE</i> ).....	23
Homework .....	24
IB MYP Assessment and Criteria .....	26
IB MYP General Levels of Achievement .....	28
MYP Certificate Requirements .....	29
Academic Honesty Policy .....	30
Assessment: FAQ .....	32
Information Directory .....	33

# The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

<b>Disposition</b>	<b>Description</b>
<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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
<b>Balanced</b>	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.
<b>Reflective</b>	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.

## The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and so is being implemented both in international schools and in some state systems.

The IB MYP has been taught at Talley Middle School and Mount Pleasant High School since September 2005. It builds upon skills and units of inquiry learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning "focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside" (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP is followed by the IB Diploma Programme established in Geneva in 1968 to provide **an international, and internationally-recognized, university-entrance qualification for students studying outside of their home country.**

## The IB MYP Philosophy

The IB MYP emphasizes **Holistic Learning**.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes **Intercultural Awareness and Communication**.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and other subjects.

The IB MYP is **Student-Centered**.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

The philosophy's key elements permeate the whole curriculum and are practiced throughout the curriculum model. MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on **higher-order thinking skills** gives students opportunities to explore their expanding concerns and their **growing awareness of themselves** and the world in ways that **develop sound judgment**.

## The IB Middle Years Programme at MPHS

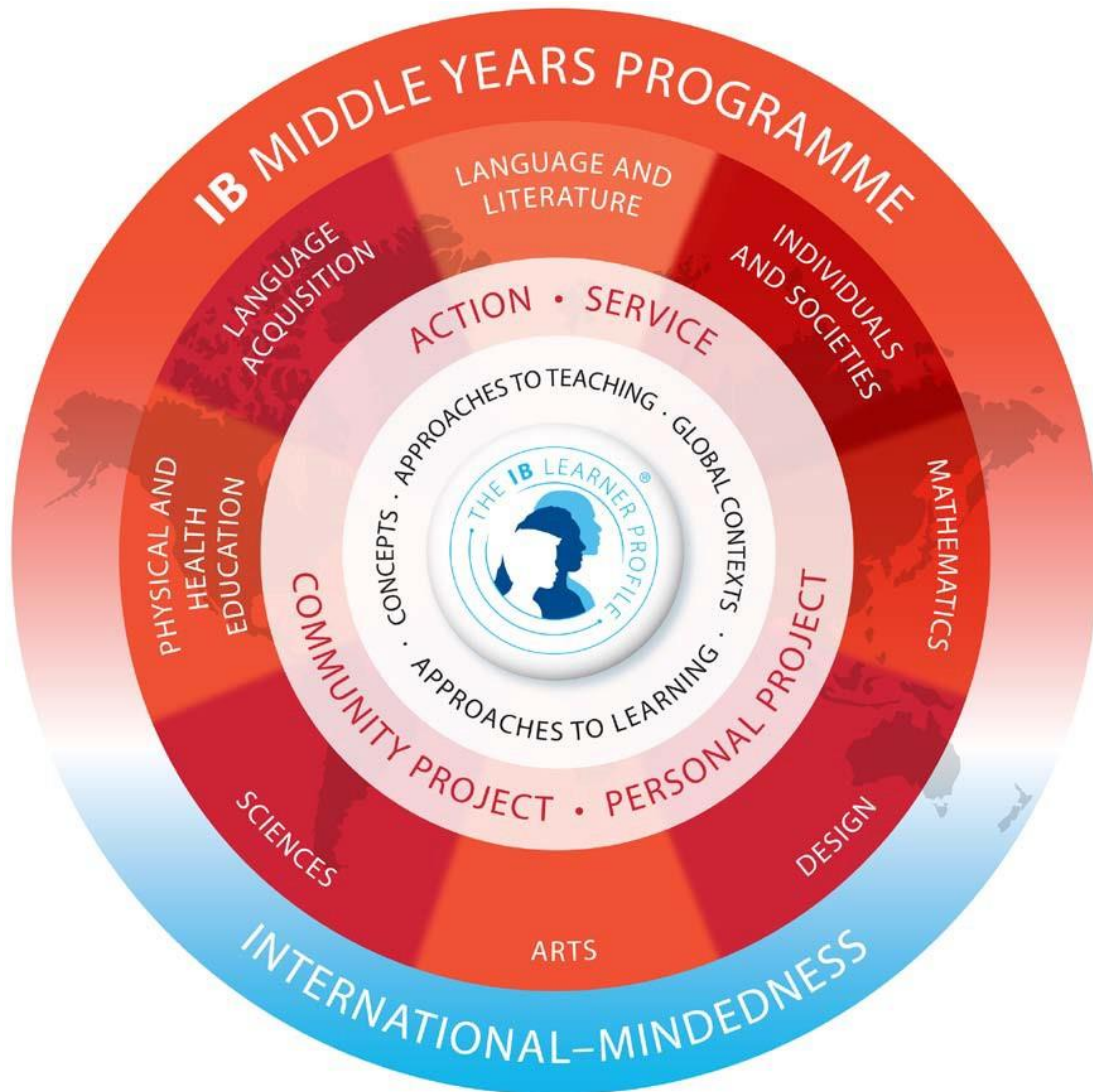
Mount Pleasant High School adopted the IB MYP because the philosophy and objectives of this program reflect those of the school. We follow Common Core Standards while using the IB – MYP/DP framework.

In addition, the IB MYP

- is an international program with no bias towards any particular national system
- provides for vertical consistency across Grades with the IB Diploma in Grades 11 and 12 and with the PYP; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP
- provides assessment, within the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based
- has strong, interdisciplinary elements
- is flexible enough to allow MPHS to design the curriculum to fit student needs
- does not proscribe content of subject areas but does provide a framework for their delivery
- supports curriculum development and external evaluation

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the section on assessment (pages 29-33) or the [MPHS Assessment Policy](#), available from our website, which is a separate document every family will need.

## The IB MYP Curriculum Model



## A Concept-driven Curriculum

A *concept* is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed **key concepts** and **related concepts**. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts

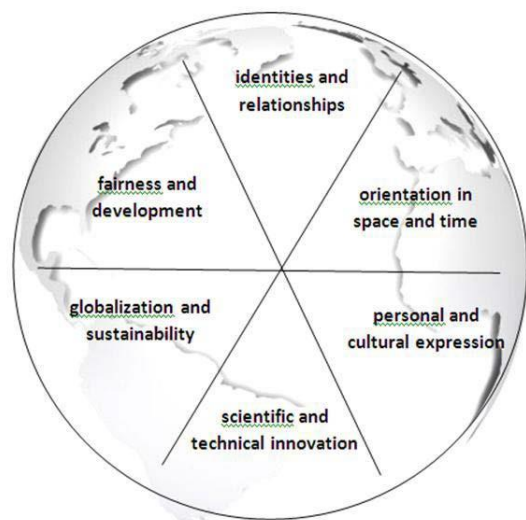
## Global Contexts

Subject content is organized around themes or perspectives called **Global Contexts**. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- *Why are we engaged in this inquiry?*
- *Why are these concepts important?*
- *Why is it important for me to understand?*
- *Why do people care about this topic?*

The **six MYP Global Contexts** (right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram on the following page.



MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (see below), creating relevance for adolescent learners.

<b>Primary Years Programme (PYP K – G5)</b>	<b>Middle Years Programme (MYP G6 – 10)</b>
<b>Trans-disciplinary themes:</b>	<b>Global contexts:</b>
Who we are	Identities and relationships
Where we are in place and time	Orientation in space and time
How we express ourselves	Personal and cultural expression
How the world works	Scientific and technical innovation
How we organize ourselves	Globalization and sustainability
Sharing the planet	Fairness and development

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

## Service & Action (S&A)

In Grades 6-10, students are encouraged to participate in service-based activities where the students have to take action. Activities will vary by grade. MYP students must initiate their own Service & Action. It is recommended that students use and build upon their own interest and experiences in coming up with activities. The MYP Counselor will provide information on various S&A activities, and programmes throughout the year. These may also be advertised in the school newsletter, student assemblies and within the wider community. Students must provide evidence of their Service & Action activities and write reflections in ManageBac throughout the year.

- **7.5 Hours must be recorded in Managebac by February of the current school year**
- **15 Hours must be completed by June 1<sup>st</sup>**

## Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”.

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

<b>Communication</b>	<b>I. Communication skills</b>	Exchanging thoughts, messages and information effectively through interaction	<i>How can students communicate through interaction?</i>
		Reading, writing and using language to gather and communicate information	<i>How can students demonstrate communication through language?</i>
<b>Social</b>	<b>II. Collaboration skills</b>	Working effectively with others	<i>How can students collaborate?</i>
<b>Self-management</b>	<b>III. Organization skills</b>	Managing time and tasks effectively	<i>How can students demonstrate organization skills?</i>
	<b>IV. Affective skills</b>	Managing state of mind <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Perseverance</li> <li>• Emotional management</li> <li>• Self-motivation</li> <li>• Resilience</li> </ul>	<i>How can students manage their own state of mind?</i>
<b>Research</b>	<b>V. Reflection skills</b>	(Re)considering the process of learning; choosing and using ATL skills	<i>How can students be reflective?</i>
	<b>VI. Information literacy skills</b>	Finding, interpreting, judging and creating information	<i>How can students demonstrate information literacy?</i>
	<b>VII. Media literacy skills</b>	Interacting with media to use and create ideas and information	<i>How can students demonstrate media literacy?</i>
<b>Thinking</b>	<b>VIII. Critical thinking skills</b>	Analysing and evaluating issues and ideas	<i>How can students think critically?</i>
	<b>IX. Creative thinking skills</b>	Generating novel ideas and considering new perspectives	<i>How can students be creative?</i>
	<b>X. Transfer skills</b>	Using skills and knowledge in multiple contexts	<i>How can students transfer skills and knowledge across disciplines and subject groups?</i>

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.



## The Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their topic over the preceding summer break.

Project topics may be creative or research-based and, ideally, they should reflect a student's personal interest. Students begin the PP process in mid-October and finish in early April. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Each student receives a PP Guide (available on the school website with appendices) and is expected to bring it to meetings with their supervisor. Through the use of a process journal, the supervisor will provide support and guidance through the PP process.

To celebrate the end of the PP process, the school hosts a Personal Project showcase during an evening with presentation and performance. Each student receives a grade of O, S, U and a credit towards their graduation requirements. **In Grade 10**, the school assesses the understanding of the Global Contexts through a significant, extended **Personal Project** completed by each student individually. The Personal Project will be graded and will be a credit towards graduation. **The Personal Project is one of three exit requirements for enrollment in the Diploma Candidacy Programme at MPHS.**

**All students who anticipate enrolling in the Diploma Programme are required to:**

- complete 150 hours of either French or Spanish prior to entering the 11<sup>th</sup> grade
- complete service hours (15 per year) in 9<sup>th</sup> and 10<sup>th</sup> grade
- complete a Personal Project, Process Journal, Personal Statement , and participate in the IB Showcase

## Language Placement Policy

Language learners are designated as Language B (language acquisition) in either French or Spanish. Students in MYP who continue on to become Diploma Candidates will take Language B at an HL (Higher Level) course. The course will include language and literature in the target language. Students are required to read a novel in their Senior year as part of the Diploma requirement,

## Language Policy

### Philosophy

We believe all teachers are language instructors and all students are language learners. To that end, we view the ongoing language development for our students as the shared responsibility of all teachers, parents, and students; with the understanding that all students progress at different rates. Language is taught through context and new information is related to existing knowledge. Language proficiency is essential for the development of the IB learner profile and the student's ability to grow into thoughtful, reflective and caring global citizens. We foster the development of good communicators, in accordance with the IB Learner Profile, this includes the ability not only to speak, but also to read, write, view listen/understand, and present language and content on an academic level in more than one language. Through effective communication in another language, students are sensitized to cultural diversity and better equipped to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. Our community provides access to materials in languages other than English that allows our students to learn from a multicultural perspective.

### Profile

Instruction is given in English as the language of our school. Students are proficient in English and are required to

take English A HL as part of their IB Diploma curriculum. We have a population of students, who are of Hispanic, Asian or Arabic descent and have acquired English as a second language or were raised in a bilingual household.

### **Identification**

Mother tongue languages of all students are identified at the time of registration. English is the language used for school's communication. Support is provided for students and parents whose primary language is not English.

### **Language A**

Talley Middle School and Mount Pleasant High School provide comprehensive, rigorous, engaging curriculum aligned with all strands of the IBO's MYP Language Scope and Sequence document as well as the Delaware Academic Standards for reading, writing, speaking, and listening. Students are required to take Language A English Literature HL.

### **Language Acquisition**

**In order to provide successful development** of language skills for our students regardless of their prior language experiences, Talley Middle School and Mount Pleasant High School MYP students undertake Language Acquisition studies in Spanish or French. Students, who begin at Talley Middle School must take four years of Spanish or French. Heritage Spanish or French speaking students will be evaluated by the language B department in order to determine placement in Spanish or French as appropriate to their abilities.

Students, who have not attended Talley Middle School, but begin the MYP in 9<sup>th</sup> grade at Mount Pleasant High School may take either French or Spanish; however, they must select one language option and continue with that same language throughout the IB Programme. All Language Acquisition students are required to take the HL option of the language they choose. The Language Acquisition curriculum is framed by the fundamental IB concepts of holistic learning, intercultural awareness, and communication.

### **Intercultural Awareness**

Both Talley Middle School and Mount Pleasant High School are committed to developing intercultural awareness and international mindedness. This is a shared responsibility. The media specialist ensures that there are multiple resources in Spanish and French in both schools' library/media centers. The media offers student access to databases and other online reference sites so that students can research cultures and languages from around the world. We host speakers and artists from different ethnic backgrounds who promote diversity. Students are encouraged to pursue deep studies of their own cultural heritage and to learn about painters, poets, writers, musicians, scientists and other historic figures from diverse cultures. In addition, Language A students read and study literature from different cultural perspectives.

### **Other Resources**

The Brandywine School District offers families of diverse cultures and languages access to language translators in 51 languages. Documents can be translated as needed and interpreters are available to families to assist with communication in their home language.

## The International Baccalaureate at TMS/MPHS, Grades 6-12

	<b>IB MYP: Grades 6-7</b>	<b>IB MYP: Grade 8-9</b>	<b>IB MYP: Grade 10</b>	<b>IB DP: Grades 11 – 12</b>
<b>Group 1</b> <i>First Language</i>	English, Language A	English, Language A	English, Language A	English Literature (HL)
<b>Group 2</b> <i>Second Language</i>	French, Spanish Language Acquisition (B)	French, Spanish Language Acquisition (B)	French or Spanish Language Acquisition (B) (HL)	French or Spanish Language Acquisition (B)(HL)
<b>Group 3</b> <i>Humanities</i>	Integrated Humanities	Civic and Economics	One subject from: World Geography, and AP European History	One subject from: History (HL), AP Economics, Psychology (SL)
<b>Group 4</b> <i>Science</i>	Integrated Sciences	Integrated Sciences	One subject from: Biology, Chemistry, Physics,	One subject from: Biology (SL) (HL), Chemistry (SL), AP Physics
<b>Group 5</b> <i>Mathematics</i>	Mathematics	Algebra 1 completed in 8 <sup>th</sup> grade Geometry or Algebra 2 in 9 <sup>th</sup> grade	Algebra 2 or Math Studies I or Math SL I	Math Studies I or II Math SL II or Studies II
<b>Group 6</b> <i>The Arts</i>	Integrated Arts	Band, Orchestra, Choir, Art I ,	Band, Orchestra, Choir, Art II May chose 1 or more based on schedule	One subject from: Visual Arts, Music History (SL),
<b>Group 7</b> <i>Design</i>	Integrated Design	Integrated Design	Audio Engineering <b>I</b> or Process of Design Engineering <b>I</b>	Design Technology II (SL) Process of Design and Engineering III
<b>Group 8</b> <i>Physical Education</i>	Physical Education	Physical Education	Health / Drivers Education	
<b>IB &amp; Elements</b>	Personal & Social Education Service & Action	Personal & Social Education, Service & Action	Personal & Social Education, Service & Action, Personal Project	Personal & Social Education, CAS, TOK. Extended Essay

\*All Grade 11 & 12 IB DP subjects are offered at HL and SL unless indicated otherwise.

# Group 1: Language and Literature (*also known as Languages A*)

## English

Language A 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 both language and literature which aims to equip students with linguistic, analytical and communicative skills.

### Main Objectives

The study of MYP Language A 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 analyzing literary and non-literary works
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts

### Skills

#### *Objective A: Analyzing*

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

- analyze the content, context, language, structure, technique and style of text(s) and the relationships 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

#### *Objective B: Organizing*

In order to reach the aims of studying language and literature, 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

#### *Objective C: Producing text*

In order to reach the aims of studying language and literature, 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

#### *Objective D: Using language*

In order to reach the aims of studying language and literature, 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 (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques.

## Group 2: Language Acquisition (*also known as Languages B*)

### French and Spanish,

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

### Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

### Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level.

### Assessment

Teaching and learning in language B is organized into six phases. The phases represent a developmental continuum of additional language learning (language B). Students may commence their language B course in any phase on the continuum and may exit from any phase on the continuum. However, teachers must take note of the following stipulations:

- Students with no prior knowledge of the language B they wish to study in the MYP should start in phase 1. (most students enrolled at Talley enter Mount Pleasant at Phase 2)
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of language B learning.
- Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

Note: The phases are not organized into age groups or MYP year. Phases 4, 5 and 6 allow for a smooth transition from MYP language B to DP group 2 courses. The MYP framework for language B reflects the concepts and skills of the presumed knowledge for these DP courses.

(For details on the phases of language learning visit the IB link on the Mount Pleasant High School Website)

## Main Objectives

Language B objectives are organized into four communicative processes:

Phases 1-6 each have a rubric aligned for Criteria A, B, C, D

### *A) Comprehending spoken and visual text*

As appropriate to the phase, the student is expected to be able to

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

### *B) Comprehending written and visual text*

As appropriate to the phase, the student is expected to 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 and visual text*

As appropriate to the phase, the student is expected to be able to

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

### *D) Using language in spoken and written form*

As appropriate to the phase, the student is expected to be able to

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

## Group 3: Individuals and Societies (*also known as Humanities*)

### Integrated Humanities, History, Geography, and Societies, Cultures

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

#### Main Objectives

##### *A) Knowing and understanding*

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to

- use terminology in context
- 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

- formulate a clear and focused research question and justify its relevance
- 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 the investigation

##### *C) Communicating*

In order to reach the aims of individuals and societies, 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*

In order to reach the aims of individuals and societies, 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

#### Assessment

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

## Group 4: Experimental Sciences

### Integrated Science, Chemistry, Environmental Systems and Societies

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

#### Main Objectives

The course objectives are closely aligned to the four science assessment criteria:

##### *A) Knowing and understanding*

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

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyze and evaluate information to make scientifically supported judgments

##### *B) Inquiring and designing*

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

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations

##### *C) Processing and evaluating*

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

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method

##### *D) Reflecting on the impacts of science*

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

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- apply communication modes effectively
- document the work of others and sources of information used

#### Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses.

#### Assessment

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



## Group 5: Mathematics

### Geometry, Algebra 2, Math Studies I and Math Standard Level I

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

#### Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

##### *A) Knowing and understanding*

In order to reach the aims of mathematics, 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*

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

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules

##### *C) Communicating*

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

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure

##### *D) Applying mathematics in real-life contexts*

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

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation

#### Skills

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables)
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism

- Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning

### Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- Geometry and Algebra
- statistics and probability
- discrete mathematics

### Levels of Mathematics

The concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: standard mathematics and extended mathematics.

- Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics
- Extended mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, mathematics higher level (HL) as part of the IB Diploma Programme

### Assessment

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

## Group 6: The Arts

### Visual Art and Music

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

#### Main Objectives

The arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four arts assessment criteria:

##### *A) Knowing and understanding*

In order to reach the aims of arts, 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*

In order to reach the aims of arts, 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*

In order to reach the aims of arts, 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*

In order to reach the aims of arts, 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

#### Skills

Through a study of the three core arts disciplines of Music and Visual Art students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork
- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art
- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes
- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own

## Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts and Music courses.

## Assessment

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

# Group 7: Design

## Digital Design, Product Design

MYP Design is compulsory for all students in Grades 6-10 and covers two areas, digital design and product design. In Grades 6-9, students complete two full design projects, with some shorter focused tasks. In Grade 10, students choose either digital design or product design, completing two major projects in the chosen area of specialization. Product design now includes the new option of textiles.

### Main Objectives

The course objectives are aligned to the four design assessment criteria:

#### *A) Inquiring and analyzing*

In order to reach the aims of design, 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 which summarizes the analysis of relevant research

#### *B) Developing ideas*

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

- develop a design specification which clearly states the success criteria for the design of a solution
- develop a range of feasible design ideas which 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*

In order to reach the aims of design, 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 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*

In order to reach the aims of design, 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

### Skills

In Grades 6-8, students learn skills which they then apply to given projects. In Grades 9 and 10, they are given projects for which they choose suitable techniques and some of the materials.

The software used in Digital Design comprises Microsoft Office Suite, Macromedia Fireworks, Scratch, Flash, Movie Maker, Ulead, Animation Shop 3, Flash, Dreamweaver, and Audacity.

The skills covered in Product Design are correct use of hand/power saws and drills; marking, shaping and finishing wood and plastics, and metal casting and presentation techniques. Students are introduced to CAD CAM through Techsoft 2D design in Grade 6 which they develop throughout the MYP, while going on to use Autodesk Inventor in Grades 9 and 10.

At Mount Pleasant High School the students in grades 9 and 10 have the option to take Design Engineering or Design of Audio Engineering. The students in the Diploma Programme have the option to continue with the Diploma Course Process of Design and Engineering 2 for Diploma Candidacy.

### Knowledge

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

### Assessment

In Grades 6-9, students are assessed throughout the year. In Grade 10 the projects are longer and so each criterion is assessed twice, with focused tasks used to address particular skills. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final summative assessment.

## Group 8: Physical and Health Education (*also known as PE*)

### Physical Education

IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

### Main Objectives

The course objectives are assessed through four criteria:

#### *A) Knowing and understanding*

In order to reach the aims of physical and health education, 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*

In order to reach the aims of physical and health education, 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 and performing*

In order to reach the aims of physical and health education, 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 and improving performance*

In order to reach the aims of physical and health education, 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

### Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

### Assessment

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

## Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Please note that the following information about homework practice in the MYP supports the school's general homework policies as outlined in the Secondary School Handbook, and students and parents should have read and understood these policies.

Homework assignments are given to prepare students for the next day's lesson or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

MYP assignments such as reports and projects take many weeks of careful planning and good organization on the part of the student. All students are given a student agenda at the start of the year containing helpful information for both students and parents. The agenda should be used regularly to plan out tasks, projects and deadlines. The amount of homework given will vary across the school.

The school does not operate a homework timetable for students, although deadlines for Grade major summative tasks that require considerable homework time are shown on the <https://mphs.managebac.com/login> site. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors and the learning support department.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, our policy is that

- Teachers clearly communicate to students the guidelines, expectations and use of criteria for homework or coursework, as well as actively encourage the students' use of the homework agenda.
- **School breaks and vacations are recovery periods for students. In Grade 10, students will not receive vacation homework, as they are expected to be working on their Personal Projects.**
- Students are responsible for finding out about any and all missed assignments. All missing assignments must be made up. Assignments due during an absence should be submitted based on the Brandywine School District Absence Policy. Any work assigned during an absence is due on the regular due date unless prior arrangements have been made with the teacher.
- If a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if the teacher wishes. Special arrangements for exams will only occur due to sickness (accompanied with a doctor's note) or bereavement.
- Any assignments due the day of a field trip must be submitted *prior* to the field trip, curricular or extra-curricular activity.



## Tutors

Some students may have a private tutor to support their understanding of knowledge and concepts, to help them develop skills, or to suggest areas for improvement, or to offer additional learning strategies. However, the student should write their own work and develop their own ideas for tasks. Work submitted for assessment that does not reflect a student's independent ability may lead to a teacher requesting the task be redone. Student work that appears to be the work of a tutor will be treated as academically dishonest.

## IB MYP Assessment and Criteria

At Mount Pleasant High School we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives for the final year (Grade 10), but the teachers can then adapt the criteria to meet the needs of their students in earlier years.

Assessment in the IB MYP is:

### 1. Varied in approach

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

### 2. Formative as well as summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

### 3. Criterion-related, not deficit-based

Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they learned?" or "what level of understanding can they demonstrate?"

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students. The subject criteria for Grade 10 are based on the learning objectives mandated by the IB. The criteria for students in Grades 6 to 9 are based on objectives developed from the Common Core Standards.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

For more information on assessment principles and practices in the Secondary School, as well as criterion-related assessment, please read the [MPHS Assessment Policy](#) available on the Mount Pleasant website.

## Awarding Grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed out of a total of eight marks.

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. You can access more information about assessment on our website, by viewing the [MPHS Assessment Policy](#) available on the Mount Pleasant Website website.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP (Grade 10). In Grades 6-9 teachers apply age-appropriate interim criteria that are aligned to the interim objectives. **In Grade 10, students must be assessed against published final IB MYP criteria for each subject.**

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results. At the end of each semester, a general achievement level out of 7 is provided for each subject on the semester report, and details of the semester grade can be found on page 36.

An evaluation of the ATL skills shown twice a year, once during each semester.

- A level and descriptor for the different criteria of that subject
- An overall level of achievement for the subject out of 7
- A comment by the teacher

### Summary of the Specific-Subject Assessment Criteria

<b>SUBJECT</b>	<b>Criterion A (max 8)</b>	<b>Criterion B (max</b>	<b>Criterion C (max</b>	<b>Criterion D (max</b>
Language and literature	Analysing	Organizing	Producing language	Using language
Language acquisition	Communicating in oral form	Interpreting visual text	Comprehending written text	Communicating in written form
Individuals and societies	Knowing and understanding	Investigating	Thinking critically	Communicating
Sciences	Using knowledge	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Using knowledge	Inquiring	Communicating	Reflecting
Arts	Using knowledge	Developing skills	Thinking creatively	Responding
Physical and health education	Using knowledge	Planning through inquiry	Applying and performing	Reflecting and demonstrating
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal project	Inquiring	Planning	Evaluating	Communicating

## IB MYP General Levels of Achievement

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	Minimal achievement in terms of the objectives.

**Note:** Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

## MYP Certificate Requirements

To be awarded the Mount Pleasant MYP Certificate students must complete:

- Complete all MYP program courses in 9<sup>th</sup> and 10<sup>th</sup> grade with passing grades (8 subject groups)
- a total points score total of at least 16/32 points overall from the Personal Project
- that the student has met the MYP expectations for Community & Service (30 hours over 9<sup>th</sup> and 10<sup>th</sup> grade)
- minimum 85% attendance in each course

In addition to the above there are also conditions for promotion from Grade 10 to the IB Diploma Programme:

- Completion of 150 hours of Foreign Language (French or Spanish)
- Completion of both Geometry and Algebra I

## Academic Honesty Policy

Mount Pleasant is committed to academic honesty and will ensure that all students in the MYP and IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

### Turnitin.com

Teachers or Personal Project Supervisors who may doubt the academic honesty of a MYP task or coursework may ask a student to submit to "turnitin.com," an IT tool for electronically collecting work that also identifies quotations with their sources.

### Mount Pleasant High School Honor Code

As a student in the International Baccalaureate Programme at Talley Middle School & Mount Pleasant High School, you are expected to maintain the highest standards of academic integrity. The International Baccalaureate Organization places strong emphasis on responsible citizenship and ethical behavior. A commitment to academic honesty and integrity is essential for Mount Pleasant High School Middle Years and Diploma Programme students.

There are two main forms of academic dishonesty.

- **Collusion** occurs when a student gives or receives any unauthorized aid or assistance on any form of academic work. It may include:
  - Copying another student's work and presenting it as your original work including but not limited to assessments, homework, projects, reports, lab reports, etc.;
  - Purchasing work from someone else;
  - Looking at someone else's paper during a test or quiz;
  - Writing notes in a convenient place and referring to them during a test or quiz;
  - Sharing answers with another student during a test or quiz including sliding your paper into the viewing range of another student;
  - Sharing questions or problems from a test or quiz with someone who has not yet taken it;
  - Asking another student for information about what is on a test that he/she has already taken;
  - Previewing test questions by obtaining copies of questions or by looking at a test or quiz prior to its administration;
  - Providing another student the opportunity to review or copy any assignments you have completed;
  - Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
  - Falsifying data: creating or altering data which have not been collected in an appropriate way;
  - Utilizing electronic instruments to gain an unfair advantage on a test or quiz, including but not limited to Smart Phones, iPads, or graphing calculator
- **Plagiarism** occurs when a student copies or represents another's work as one's own. It may include:
  - Copying another person's work and presenting it as your original work;
  - Copying material from any source including books, magazines, and/or Internet sites without proper acknowledgement to the creator of the source, including quotation marks and citations;

- Paraphrasing of any quantity of material from any source including books, magazines, Internet sites, and other students' work without proper acknowledgment to the creator of the source.
- Using translation programs or devices to produce original work.

Students in the MYP and IB Diploma Programmes are expected to demonstrate good character and high standards of personal integrity.

- **Integrity** may be compromised when a student:
  - Misrepresents information (hours, events or other data) concerning the CAS component of the programme;
  - Violates the Brandywine School District Student Code of Conduct;
  - Violates local, state and/or federal laws.

Mount Pleasant High School and the International Baccalaureate Organization will treat violations of the Honor Code as a serious matter. The IBO does not concern itself with whether an incident of collusion, plagiarism, or lack of integrity was intentional. The act itself, not the intent, is addressed. Any activity which results in suspension, alternative placement, or expulsion will be considered a violation of the honor code.

**The IBO will not accept work for external assessment or moderation without teacher authentication confirming that, to the best of the teacher's knowledge, the work is the original work of the student.** Without the teacher authentication, no mark will be given for the component and no grade will be awarded in the subject. This may result in the student being denied the IB Diploma. In order to assist students in preparing plagiarism-free assessments, all documents prepared for submission to IBO will be verified electronically. In addition, students may be required at any time to produce evidence of the work in progress to the teacher and/or the IB Coordinator. Satisfactory evidence may include notes, original sources, bibliographic references, preliminary drafts and/or outlines.

If it is determined that a student is using work other than their own for any assignment (cheating, helping another to cheat and plagiarism) there will be an administrative referral and following procedures will be enforced. Each offense will result in, at the teacher's discretion, the students being issued a zero for the assignment or redoing it for a maximum grade of 50% of the score earned on the resubmitted work. A second offense in the same subject will result in an "F" for the marking period. Parents will be notified of all violations. Based on the decision of an Academic Review Board, any subsequent offense may result in the student being dismissed from the MYP or Diploma Programme. The Board will be comprised of the MYP or DP Coordinator, a school administrator, and an IB teacher. In addition, the student will not be recommended for any honor societies, and if he/she is already a member, the sponsor of the organization will be notified, with potential of removal from the organization. For first offenses where a student's integrity has been compromised, the student will appear before the Academic Review Board. A parent conference may be required for any violation of the honor code.

All students who are enrolled in the MYP or Diploma Programme at Mount Pleasant High School and their parent/guardian are required to sign the Honor Code.

## Assessment: FAQ

### **Why does Mount Pleasant High School MYP use a 7-1 scale?**

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB 7 point scale used in the IB MYP and the IB DP. Our own assessment principles also require that students' performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors). Each subject also uses individual criteria that may vary in their value. Through the use of grade boundaries, at the end of each semester, a general achievement level out of 7 is calculated for each subject.

### **How do I convert a 7-1 grade to an A-F grade?**

There is no direct universally-accepted conversion, although Mount Pleasant does provide clear guidance and support to students entering schools or colleges that use the A – F grading system (see below). To know what a 7 – 1 grade means, please read the descriptor.

### **Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?**

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

### **How does a student or teacher know what the "expectations" are?**

The student is usually given the expectations and/or guidelines for a particular task in the form of a task sheet or rubric when the assignment is given. Additional information is available on the website or from heads of department.

### **How do teachers standardize their expectations?**

Teachers of the different sections of the same course do this by talking to each other, and looking at the samples of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

### **How difficult is it to score a 7?**

Any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the Grade level of the course concerned. The criteria are achievable at all Grade levels.

### **What is a passing score for a course?**

There are no passing grades for any course, although to earn the MYP Diploma you should aim to score a 4 (satisfactory) or better.



## Information Directory

---

About the IB DP Programme

Mrs. Leslie Carlson (IB/DP Coordinator 11<sup>th</sup>- 12<sup>th</sup>)

[Leslie.carlson@bsd.k12.de.us](mailto:Leslie.carlson@bsd.k12.de.us)

About the IB MYP Programme

Mrs. Jeanne Beadle (IB/MYP Coordinator 9<sup>th</sup>-10<sup>th</sup>)

[Jeanne.Beadle@bsd.k12.de.us](mailto:Jeanne.Beadle@bsd.k12.de.us)

About the Personal Project or ATL Skills

Mrs. Jeanne Beadle

[Jeanne.Beadle@bsd.k12.de.us](mailto:Jeanne.Beadle@bsd.k12.de.us)

About AVID

Ms. Robyn Howton

[Robyn.howton@bsd.k12.de.us](mailto:Robyn.howton@bsd.k12.de.us)

About the IB

[www.ibo.org](http://www.ibo.org)

School Principal/ IB Administrator

Mrs. Curi Calderon-Lacy

[Curi.Calderon-Lacy@bsd.k12.de.us](mailto:Curi.Calderon-Lacy@bsd.k12.de.us)

302-762-7125

International Baccalaureate Programme Office

302-762-7054 302-762-7045

<http://www.brandywineschools.org/Domain/1269>

---



“Where the world goes to school”