

TSUKUBA INTERNATIONAL SCHOOL

Middle Years Programme Introduction

Tsukuba International School is a candidate school* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that Tsukuba International School believes is important for our students.

The IB MYP has been chosen at **Tsukuba International School** as the basis for our Middle School curriculum because of its principles, international outlook and suitability for middle years students. It provides the appropriate breadth, depth and outlook for students of this age group.

In the 2010/2011 academic year the school will have a Grade 7/8 class working on this curriculum. Grade 6 students will complete the final year of the Primary Years Programme. The Middle School at **Tsukuba International School** will eventually comprise Grades 6 to 10.

This booklet aims to give the whole school community, including current and prospective parents, information about the programme and curriculum.

The booklet includes:

- Background Information
- Fundamental Concepts
- The IB Learner Profile
- Areas of Interaction
- Areas of Study - includes Grade 7 and Grade 8 curriculum overview
- Personal Project
- Assessment
- Homework Policy and Assessment Policy

The programme has eight **Areas of Study** that have set aims and objectives to ensure consistency and academic rigor. It also includes **Fundamental Concepts**, **Learner Profile** and **Areas of Interaction** ensure that the programs aims of developing well educated, balanced and internationally minded students are achieved.

The Middle School curriculum offers a broad education giving all students from all backgrounds the chance to experience a wide range of subjects. This enables them to make informed choices when they need to select subjects for their senior years.

There are opportunities for **extension** of the curriculum in depth and breadth. This is done by students being withdrawn in small groups and studying topics planned by members of staff or chosen by the students themselves. In addition, students identified as experiencing difficulties can also be withdrawn in small groups to enable them to receive support.

Throughout the school there are a range of **co-curricular activities** in which students can become involved such as fund-raising, adventure activities, World Environment Day and Science Week.

Tsukuba International School incorporates policies on homework and assessment to encourage independent organization and learning. Details of these policies can be found in this booklet.

*Only schools authorized by the International Baccalaureate Organization (IB) as IB World Schools can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

Background Information

What is the IB Middle Years Programme?

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme:

- encourages **international-mindedness** in IB students, starting with a foundation in their own language and culture
- encourages a **positive attitude to learning** by challenging students to solve problems, show creativity and resourcefulness and participate actively in their communities
- reflects **real life** by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues
- supports the development of **communication skills** to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- emphasizes, through the learner profile, the development of the whole student – physically, intellectually, emotionally and ethically.

Origins

The MYP, designed for students aged 11–16, has been offered by the IB since 1994. It began as an initiative of the International Schools Association (ISA) and was formulated by groups of practicing teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. The aim was to develop a curriculum encouraging international awareness in young people with emphasis on the skills, attitudes and knowledge needed to participate in an increasingly global society.

IB Mission Statement

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

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

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

Aims

The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups.

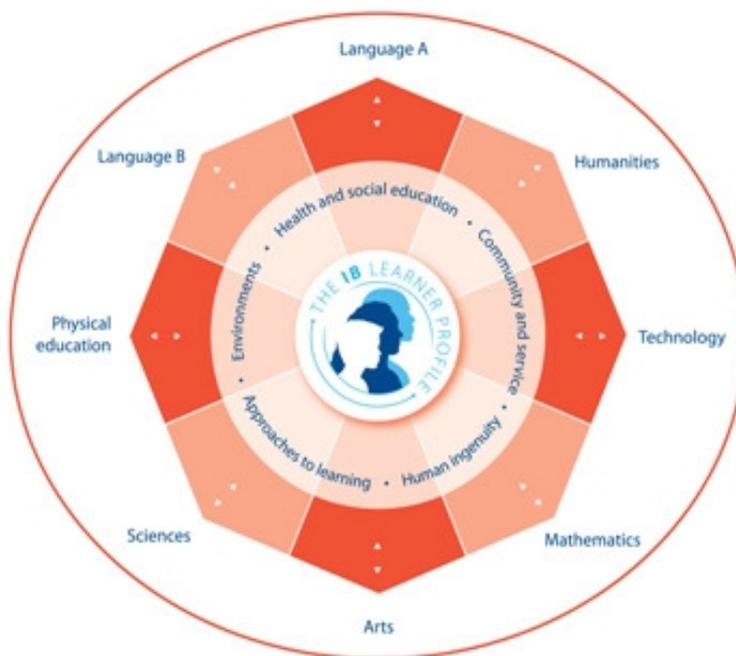
The programme aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge, understanding and skills, and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

The Curriculum

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The student appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines.

The overall philosophy of the programme is expressed through three **fundamental concepts** that support and strengthen all areas of the curriculum. These concepts are based on intercultural awareness, holistic learning and communication.

Fundamental Concepts

Holistic Learning

Represents the notion that all areas of study are interrelated. Students develop a global view of situations and issues. They become more aware of their learning and see knowledge as being interrelated and complementary. Learning promotes the development of the whole person, whose attributes are described by the IB learner profile.

Intercultural Awareness

Emphasis on encouraging and promoting international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile. This promotes understanding, tolerance and respect which may lead to empathy with others.

Communication

Students are encouraged to develop open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile.

The IB Learner Profile

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MYP Areas of Interaction

The curriculum model of the MYP places the student and the way the student learns at its core, as the child's development is the basis of the whole educational process. The areas of interaction surrounding the student in the model are the core elements of the MYP. They provide a framework for learning within and across the subject groups. They allow connections among the subjects themselves, and between the subjects and real-life issues.

Approaches to Learning (ATL)

How do I learn best? How do I know? How do I communicate my understanding?

Approaches to learning (ATL) are central to all MYP subject groups and the personal project. Through ATL, schools provide students with the tools to enable them to take responsibility for their own learning. This involves articulating, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

The MYP has identified seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking, and transfer. The school community will need to spend time defining the ATL attitudes, skills and practices that they consider important within these groups, both for an individual subject group and across subject groups.

Community and Service

How do we live in relation to each other? How can I contribute to the community? How can I help others?

The emphasis of community and service is on developing community awareness and a sense of belonging and responsibility towards the community so that students become engaged with, and feel empowered to act in response to, the needs of others.

Community and service starts in the classroom and extends beyond it, requiring students to discover the social reality of self, others and communities. This, in turn, may initiate involvement and service in the communities in which they live. Reflection on the needs of others and the development of students' ability to participate in and respond to these needs both contribute to the development of caring and responsible learners.

Health and Social Education

How do I think and act? How am I changing? How can I look after myself and others?

This area of interaction is about how humanity is affected by a range of social issues (including health). It includes an appreciation of these effects in various cultural settings and at different times. It is concerned with physical, social and emotional health and intelligence - key aspects of development leading to a complete and balanced lifestyle.

Environment

Where do we live? What resources do we have, or need? What are my responsibilities?

This area of interaction considers environments to mean the totality of conditions surrounding us, natural, built and virtual. It focuses on the wider place of human beings in the world and how we create and affect our environments. It encourages students to question, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments.

Human Ingenuity

Why and how do we create? What are the consequences?

Human ingenuity looks at human contributions in the world both in their particular context and as part of a continuing process. It stresses the way humans can initiate change, whether for good or bad, and examines the consequences (intended and unintended). This area also emphasizes both the importance of researching the developments made by people across place, time and cultures, and the importance of taking time to reflect on these developments.

Areas of Study

The eight subject areas in which all students must participate through all five years of the MYP (Grades 6-10) are:

Language A

Language B

Humanities

Science

Mathematics

Arts

Physical Education

Technology

In their final year of MYP students are also required to complete the ***Personal Project***.

Curriculum Overview

Subject	Details
Language A	English (TIS Language of Instruction)
Language B	Japanese
Humanities	Human Geography Physical Geography History
Science	Life Science Physical Science Earth Sciences
Mathematics	Standard Mathematics Extended Mathematics
Arts	Visual Arts Performing Arts - Music (one <u>or</u> both of Recorder and Violin) Performing Arts - Music (Voice Lessons)
Physical Education	Physical Education Health
Technology	Information Technology Design Technology Food Technology

Time Allocations*

Language A (English)	4.5 hours	Mathematics	5 hours
Language B (Japanese)	4 hours	Arts (Visual Arts + Music)	3 hours
Humanities	2.25 hours	Physical Education	2.25 hours
Science	3 hours	Technology	2.25 hours

*Time Allocation per week

Grade 7 Curriculum Overview

Language A (English)

English (Language A) will develop common skills in each topic. These skills are reading, spelling, vocabulary and grammar.

<u>Topic</u>	<u>Tasks</u>	
Fantasy Fiction	Fantasy Narrative	Fantasy World Visual Communication
Habitat and Wildlife	Essay	Letter Writing
Chinese Fables	Storybook Visual Communication	Storybook Oral Presentation
Poetry (Korean Sijo)	Anthology	Korean Sijo Poetry Writing
Medieval Fiction	Parody	Fractured Fairy-tales

Language B (Japanese)

Japanese (Language B) will develop common skills under a variety of topics . These skills are reading, writing, spelling, vocabulary, grammar and speaking.

Humanities

<u>Subject</u>	<u>Topic</u>	<u>Sub-Topic</u>
Geography	Essential Skills Human Geography Physical Geography Issues Study	Graphs and Statistics (Asian Nations) Our Neighbors Habitat and Wildlife Endangered Species
History		Medieval Cultures

Science

<u>Topic</u>	<u>Sub-Topic</u>	
Earth Science	Earth's Resources	The Restless Earth
Life Science	Life Processes	Heredity and Evolution
Physical Science	Matter and Atoms	Interactions of Matter

Mathematics

<u>Topic</u>	<u>Sub-Topic</u>
Number	Whole Numbers; Fractions; Decimals and Percentages; Ratio and Rates
Algebra	Algebra
Geometry and Trigonometry	Lines and Angles; Length, Perimeter, Area and Volume; Location, Graphs and Functions; Transformations; 2D and 3D Objects
Statistics and Probability	Chance and Probability; Data Collection and Representation

Arts

Performing Arts

Music offers students one or both of Recorder and Violin as well as voice lessons.

Visual Arts

Visual Arts offers students the opportunity to study traditional practices in the arts, such as painting, sculpture, ceramics and drawing, as well as more modern techniques, such as the use of digital technology. Students will also study art styles, movements, artists' practices and specific artworks.

Physical Education

<u>Topic</u>	<u>Sub-Topic</u>
Aesthetic Activities	Aerobics
Team Games and Activities	European Handball (International Sport)
Individual Games and Activities	Athletics
Alternative Recreational Sports	Ultimate Frisbee
	Innovation Games

Health in PE

Topics - health and wellness, successful decisions and goals, physical fitness, nutrition, healthy weight, healthy relationships, conflict and violence, substance use, disease, the changing body and personal safety.

Technology

<u>Topic</u>	<u>Sub-Topic</u>
Information Technology	Word Processing and Publishing - Promotional Brochure
	Dream-weaver or Word-press - Website Design and Construction
Design Technology	3D Modeling - Chinese Lantern
Food Technology	Multicultural Foods - Asian Neighbors

Grade 8 Curriculum Overview

Language A (English)

English (Language A) will develop common skills in each topic. These skills are reading, spelling, vocabulary and grammar.

<u>Topic</u>	<u>Tasks</u>	
Communities and Citizenship	Creative Writing - Lord of the Flies	Deserted Island Visual Communication
Human Rights	Essay	Letter Writing
Heroes and Villains	Fiction and Non-Fiction	Storybook Presentation
Poetry (Clerihew Poems)	Anthology	Clerihew Poetry Writing
Disaster Stories	Fiction and Non-Fiction	Action Plan Oral Presentation

Language B (Japanese)

Japanese (Language B) will develop common skills under a variety of topics . These skills are reading, writing, spelling, vocabulary, grammar and speaking.

Humanities

<u>Subject</u>	<u>Topic</u>	<u>Sub-Topic</u>
Geography	Essential Skills Human Geography Physical Geography Issues Study	Maps, Satellites and Photographs (Weather) Communities and Citizenship Atmospheric Hazards Human Rights
History		Heroes and Villains

Science

<u>Topic</u>	<u>Sub-Topic</u>	
Earth Science	Oceanography	Astronomy
Life Science	Human Body and Systems	Human Health
Physical Science	Waves, Sound and Light	Electricity

Mathematics

<u>Topic</u>	<u>Sub-Topic</u>
Number	Whole and Directed Numbers; Fractions, Decimals, Percentages and Ratio
Algebra	Expressions; Equations
Geometry and Trigonometry	Length, Perimeter and Area; Lines and Angles; 2D and 3D Objects; Transformations, Rotations and Reflections; Volume and Capacity; Location and Position
Statistics and Probability	Data Collection and Representation; Chance and Probability
Discrete Mathematics	Venn Diagrams

Arts

Performing Arts

Music offers students one or both of Recorder and Violin as well as voice lessons.

Visual Arts

Visual Arts offers students the opportunity to study traditional practices in the arts, such as painting, sculpture, ceramics and drawing, as well as more modern techniques, such as the use of digital technology. Students will also study art styles, movements, artists' practices and specific artworks.

Physical Education

<u>Topic</u>	<u>Sub-Topic</u>
Aesthetic Activities	Callisthenics
Team Games and Activities	Touch Football
	Volleyball
Individual Games and Activities	Athletics
Alternative Recreational Sports	Adventure Challenges

Health in PE

Topics - wellness, healthy decisions, fitness, conditioning, eating responsibly, adolescent growth, responsible relationships, conflict management, substance abuse and safety.

Technology

<u>Topic</u>	<u>Sub-Topic</u>
Information Technology	Excel - Spreadsheet Design and Management
	Robotics - Lego Mind-storms
Design Technology	3D Modeling - CAD and Balsa Wood
Food Technology	Community Foods - Foods for Celebrations

Personal Project

The Personal Project is a requirement of the MYP for all schools and completed in the **final year** of the program.

It is a very important part of the MYP for all students and involves planning, research and a high degree of personal reflection.

The Personal Project provides an opportunity for students to create a piece of work on a **topic of their choice**. It is a significant piece of work produced over an extended period, and is a direct application of skills acquired over the course of the programme through the **approaches to learning**.

Although the **areas of interaction** are not awarded individual grades, they are central to the experience of the Personal Project, which is intended to represent the culmination of the student's involvement with the five areas of interaction.

The process of completing the personal project is **led by the student**, with supervision by a teacher. The student is required to demonstrate the appropriate commitment, as well as the ability and initiative to work independently.

The assessment of the personal project is a summative assessment of students' ability to conduct independent work using the areas of interaction as contexts for their inquiries. It includes explicit reference to the treatment of the areas of interaction through the assessment criteria.

Assessment

The learning success of Middle School students is measured against a *criterion-related* assessment system developed by the International Baccalaureate Organization (IBO). Each subject within the MYP has a set of descriptors used to measure student success linked to specific criteria.

The criteria and descriptors for year 5 (Grade 10 at TIS) of the Middle Years Programme (MYP) are published by the IBO and cannot be changed. This ensures consistency in assessment in all schools teaching and assessing the program.

The IBO also publishes example interim objectives for year 1 (Grade 6) and year 3 (Grade 8) of the MYP which are used to set curriculum objectives and monitor student progress towards achieving the final criteria.

For each assessment criterion a number of achievement levels are defined. The awarding of an achievement level is determined by level descriptors which define to what extent the student has met the criterion.

All of the student work is assessed by teachers at the school, there are no external exams in any year of the programme. Students receive a final grade, from 1 to 7, based on their final level of achievement gained in subject criteria.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives
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 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 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 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 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
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. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

MYP Homework Policy

Purpose

The belief at **Tsukuba International School** is that homework is an important part of becoming a life-long learner. Homework is encouraged to enable students to realize that learning is not confined within the school environment. The homework policy aims to:

- establish self discipline and develop good study habits
- form a link between home and school
- extend learning and reinforce skills.

Guidelines

Homework at **Tsukuba International School** will:

- encourage self-discipline
- be relevant to the school program
- be appropriate to the student's abilities
- encourage initiative and creativity
- be consistent in expectation of time within each level
- encourage reading on a nightly basis, not necessarily confined to school based resources
- be introduced and explained by the teacher and followed up with students at the completion of the task
- allow for feedback on student's achievements, difficulties and participation.

Time Allocation

Grade 6	30 minutes	At all grades student are encouraged to use homework time to develop their fundamental language skills such as speaking, listening, reading, spelling, grammar and vocabulary. Students are also revise set work and to continue with set assignments when specific tasks have not been set by the teacher.
Grade 7	40 minutes	
Grade 8	40 minutes	
Grade 9	50 minutes	
Grade 10	60 minutes	

Communication

Students are expected to record all set homework in their planners. Parents are requested to use planners to communicate to the teacher any circumstances that may adversely affect the completion of homework, such as academic difficulties, time constraints, illness or family commitments.

MYP Assessment Policy

The setting of assignments, investigations, reports, extended essays and projects is a requirement of all MYP subjects and an important aspect of the learning process. These tasks give students the opportunity to investigate, research, design and respond creatively to aspects of the topic being studied.

Tsukuba International School has developed the following guidelines and regulations for the submission of work.

Deadlines

The purpose of deadlines is to assist students with their planning and the development of organization skills. Setting and enforcing deadlines allows all students the same time allocation and opportunity to complete the set task. The policy for all students studying the MYP program is as follows:

- Firm deadlines will be set for all summative tasks. These will be realistic and take into account factors external to the subject such as other school activities and holidays.
- Students are expected to record the deadline in their planner.
- Parents are requested to notify the teacher, in writing, of any circumstances that may adversely affect the completion of tasks, such as illness, compassionate situations or family commitments. Students are required to present the notification to the teacher and request an extension of the deadline.
- All assignments must be handed directly to the subject teacher.
- Assignment work on USB, or emailed, or faxed is unacceptable unless a requirement of a course.
- If a student is absent on the day the assignment is due then the work should be handed directly to the subject teacher. This should be accompanied by a note explaining the absence and occur at the start of the first day the student returns to school.
- If assignments are not presented at the expiration of the final deadline, the learning outcomes will be deemed not attempted for summative purposes.

Authenticity of Work

It is the responsibility of the school, through the MYP coordinator, to ensure that student assessment is conducted in a proper manner.

It is essential that all work used for final assessment is the individual student's own work.

If a school has any doubts about the authenticity of work carried out by students, results must be withheld for those students until the matter is resolved by the school and cases of suspected malpractice by students dealt with.

Where there is evidence that the work is not authentic the student involved will not receive marks for specific sections, or the whole work, and the relevant learning outcomes will be deemed not attempted.