



MIDDLE YEARS PROGRAMME GUIDE

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السدرة Sidra
أكاديمية قطر Qatar Academy

عضو في مؤسسة قطر
Member of Qatar Foundation

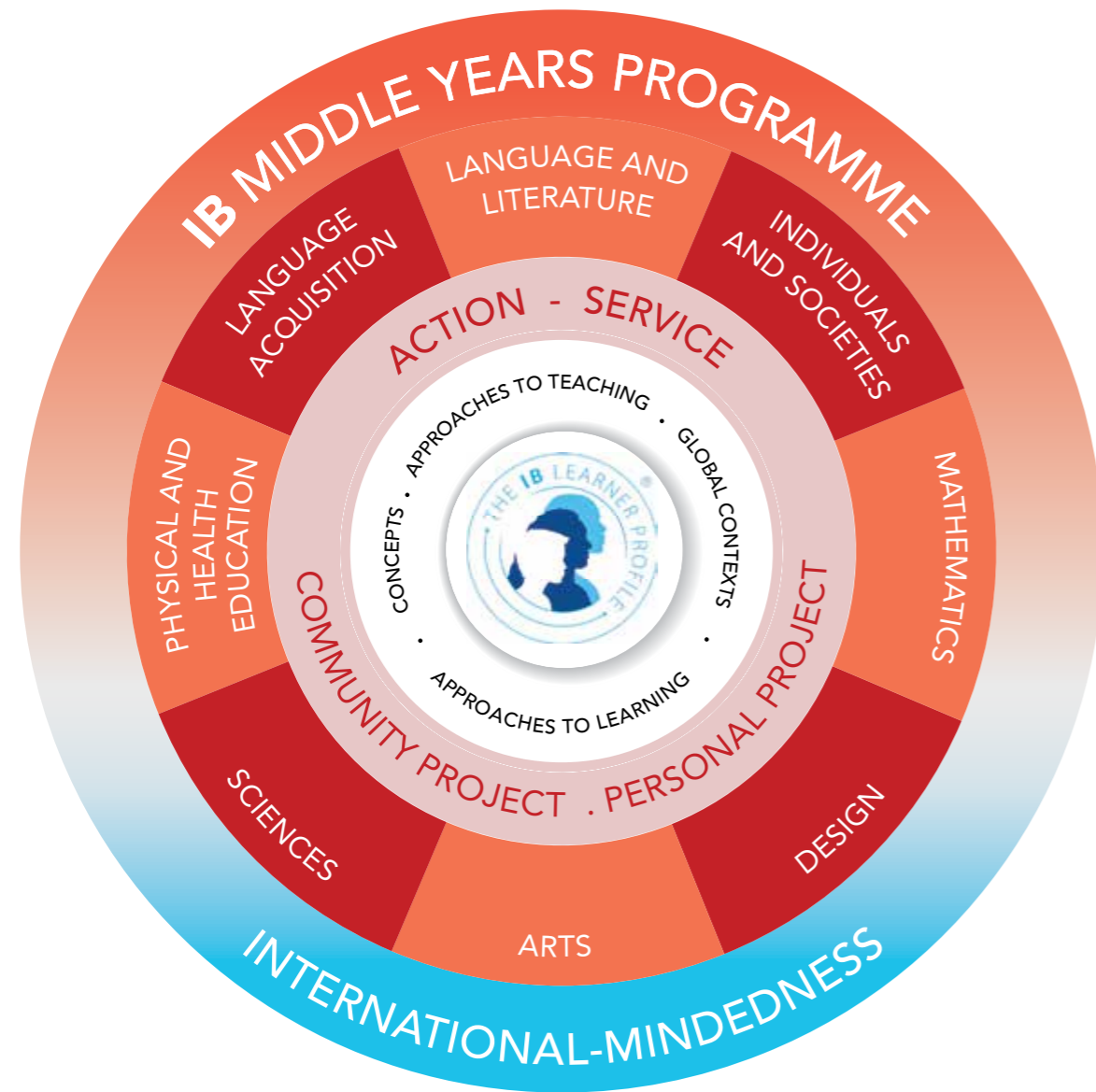




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MIDDLE YEARS PROGRAMME GUIDE



OUR SCHOOL VISION AND MISSION INFORMS OUR TEACHING AND LEARNING.

QA Sidra: Mission and Purpose

Vision (Our Aspiration)

Leading Learning to ensure our graduates are kind responsible citizens who achieve their academic and personal potential to engage in meaningful lives in service of the well-being of humanity.

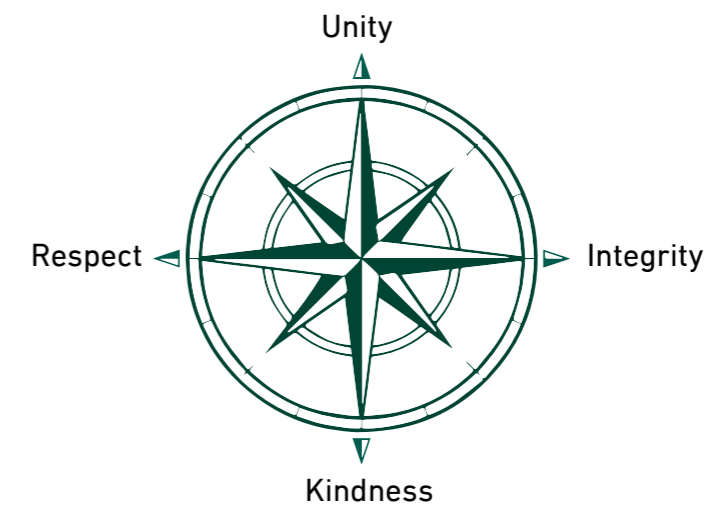
QA Sidra Purpose Statement (Our Why)

In a dynamic world, we **challenge** learners of today to **inspire** them to be the change-makers of tomorrow. We believe there is a leader in everyone so we **empower** our learners with strong skills and a sense of self for a life filled with opportunity and meaning.

Slogan: Roots to grow and wings to fly

QA Sidra: Our Values

The QA Sidra values are represented in the form of a compass to remind us of their importance in guiding our behaviours and actions.



THE INTERNATIONAL BACCALAUREATE 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.

The Learner Profile

The attributes of the profile express the values inherent to the IB continuum of international education: these are the values that are infused in all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme and, therefore, the culture and ethos of our IB World School.

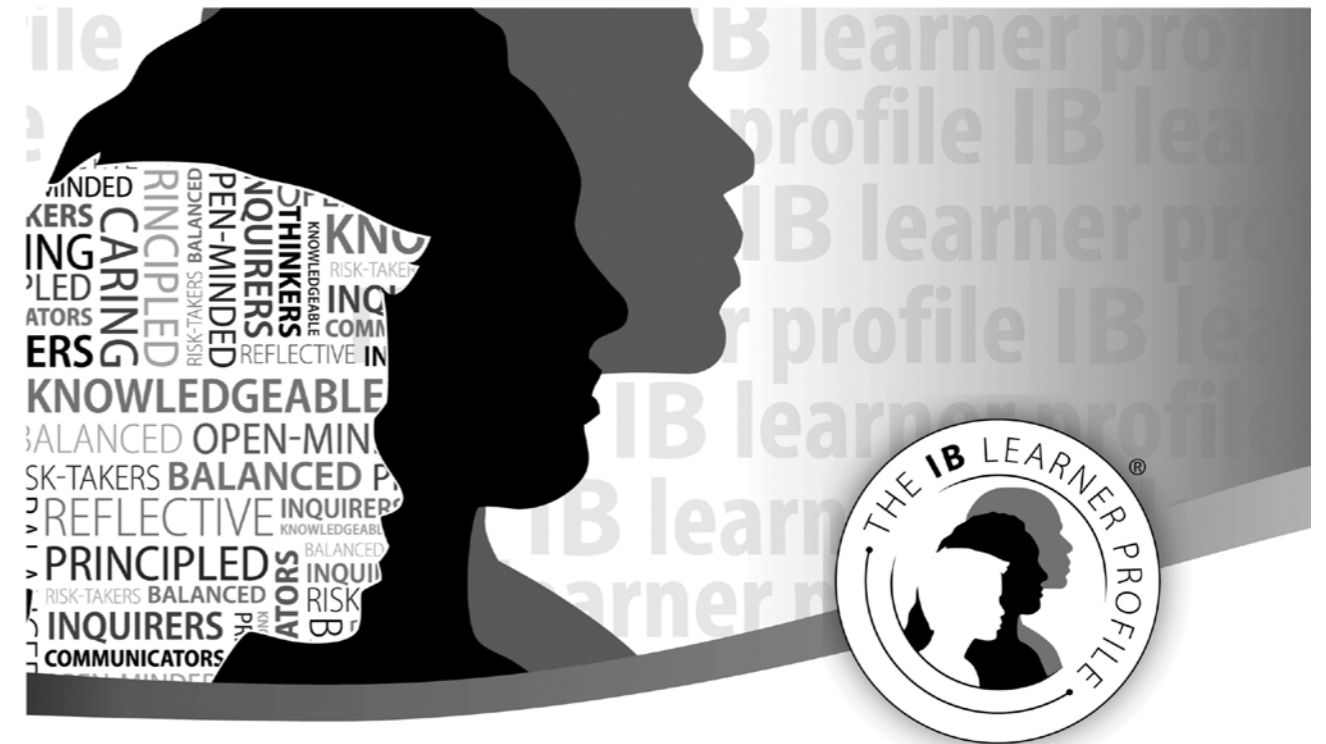
The Learner Profile provides a long-term vision of education. It is a set of ideals that inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

With the development of a continuum of international education, teachers, students and parents are able to draw

confidently on a recognizable common educational framework, a consistent structure of aims and values and an

overarching concept of how to develop international-mindedness. The IB Learner Profile is at the heart of this common framework, as a clear and concise statement of the aims and values of the IBO, and an embodiment of what the IBO means by “international-mindedness”

Holistic learning, intercultural awareness and communication are implied in or are a part of the IB learner profile, especially in the attributes “balanced”, “open-minded” and “communicators”.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 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.



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The Fundamental Concepts of the MYP

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgements.

From its beginning, the MYP was guided by three principles that have had special currency for learners aged 11–16, inspired by the IB mission: holistic learning, intercultural awareness, and communication. These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP.

The Middle Years Programme at QA Sidra

The MYP promotes 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 MYP aims to educate the whole person for a life of active, responsible citizenship. Underlying the MYP programme is the concept of education of the whole person as a lifelong process.

At QA Sidra all staff, students, and parents are recognised as learners. We are all striving for our actions and characteristics to reflect the IB learner profile. Collaboratively we work towards supporting the social, emotional, academic and physical development of all members of our community. Our aspirations are communicated through our path to purpose promises.



QA SIDRA PATH TO PURPOSE

Our Promises

1. We are a dynamic and responsive learning community that engages and challenges our learners, through concept-driven inquiry-based learning, so that they are academically successful.
2. We inspire and empower our learners so that they are equipped as future change agents for a sustainable world.
3. Our community of kindness is an inclusive safe haven where all learners build self-confidence to be the best they can be. We celebrate diversity, creativity and authentic action.
4. We develop civic responsibility, social engagement, and stewardship by forging strong positive community connections and growth mindsets in our learners.
5. As diverse, highly qualified and internationally experienced education professionals we are committed to each child's personal success. We are united in a passion to challenge and lead learning.
6. In everything we do, our children's wellbeing always comes first

QA Sidra programmes of learning are;

Broad and Balanced

The MYP at QA Sidra places emphasis on a broad and balanced program of study. The students study eight academic subjects (with the addition of a third language) and complete the Personal Project (MYP5/Grade 10) as well as participate in Action and Service, Advisory and Social-Emotional Learning every year.

Conceptual

Conceptual learning is the process of organising powerful ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build capacity to engage with complex ideas and allow the transfer of learning to new contexts.

Connected

QA Sidra MYP students are asked to draw conclusions and pursue rich understandings about the interrelationship of knowledge and experience across many fields of study. Subject programmes offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.

MYP Subjects

Yearly Overviews of all subjects are attached as an appendix.

QA Sidra MYP Subjects	
Language and Literature	English and Arabic
Language Acquisition	English, Arabic and Spanish
Arts	Visual Arts and Performing Arts
Mathematics	
Sciences	This is an integrated course including biology, chemistry and physics
Individuals and Societies	This is an integrated course including history, geography and economics
Physical and Health Education	
Design	Product Design and Digital Design
QA Sidra Co curricular (Timetabled)	
Islamic Studies or Cultural Studies	
Personal and Social and Education	This time is used for supporting social and emotional learning and student wellbeing
Advisory	Social and emotional learning, metacognitive development, Projects and Service & Action support
MYP Enrichment	Multi-grade level student classes - student choice of action with a Service focus
QA Sidra Co curricular (afterschool)	
Student choice of Action	

Teaching and Learning

Languages at QA Sidra

Language in all forms is fundamental and central to all learning at QA Sidra. All students are provided with opportunities to learn language, learn through language, and learn about language so that they can critically engage across complex, dynamic language systems.

All students undertake a Language and Literature course in either Arabic or English. Most students pursue both Arabic and English Language and Literature courses. Students also have an opportunity to learn an additional language through the Arabic and Spanish Language Acquisition course. The exception is for students who require additional language support for Arabic or English. Other language(s) may be added once the current programme and curriculum are fully in place and / or the student population grows. These will be added after consulting with the staff and community to understand the needs of our students

For more information please refer to the QA Sidra Language Practices and Protocols Document.

Islamic Studies

QA Sidra Islamic Studies curriculum is approved by the Ministry of Education, and includes branches of Islamic education taught through the MYP framework. We also lead students in prayer in a room dedicated to prayer during this time.

The MYP addresses a wide range of learning styles, involves all students in their own unique learning processes, and gives the student a standard, internationally accepted foundation of knowledge. The MYP is a comprehensive programme of academic challenge and life skills appropriate to this age group that prepares learners for the International Baccalaureate Diploma Programme. Our programs of learning are benchmarked against internationally recognised standards including;

Mathematics - Aero Common Core Math Standards

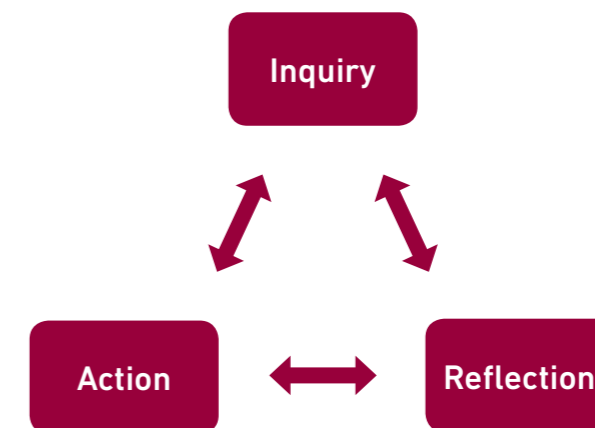
Language - Aero Common Core Languages Standards

Science - Next Generation Science Standards

Inquiry and its importance at QA Sidra

Inquiry is the Constructivist teaching and learning approach used to support students to become actively involved in, and take responsibility for their own learning. Inquiry allows students to develop their own understanding and celebrates the many ways people work together to construct meaning and make sense of the world. This is the MYP model;

Teaching and learning is represented as the interplay between asking (inquiry), doing (action) and thinking (reflection).



Inquiry

In class prior knowledge and experience establish the basis of new learning coupled with the student's own curiosity. Tasks provide an effective stimulus for learning that is engaging, relevant, challenging and significant.

Action

principled action is both a strategy and an outcome and represents learning through practical, real-world experience. Action involves learning by doing

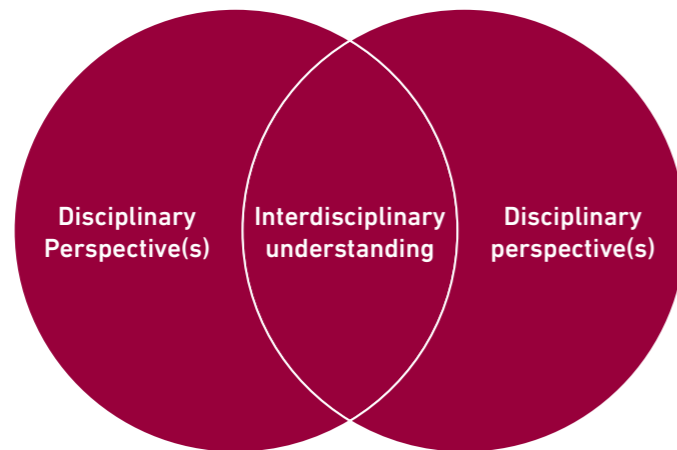
Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding.

The MYP provides a thorough study of the various disciplines while emphasising the importance of their interrelatedness. This is known as a holistic view of learning. This perspective asks the student to consider issues and problems in their widest scope and to realize that good solutions often come from knowledge and understanding drawn from many sources.

Interdisciplinary Learning

In the MYP, interdisciplinary learning is defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis.



Interdisciplinary connections are woven throughout every MYP subject and the students also engage in interdisciplinary units of every year of the MYP to experience this interconnected way of learning. In these units students work towards ID learning objectives and will be assessed using ID learning assessment criteria. Every student will participate in ID learning every year of the programme.

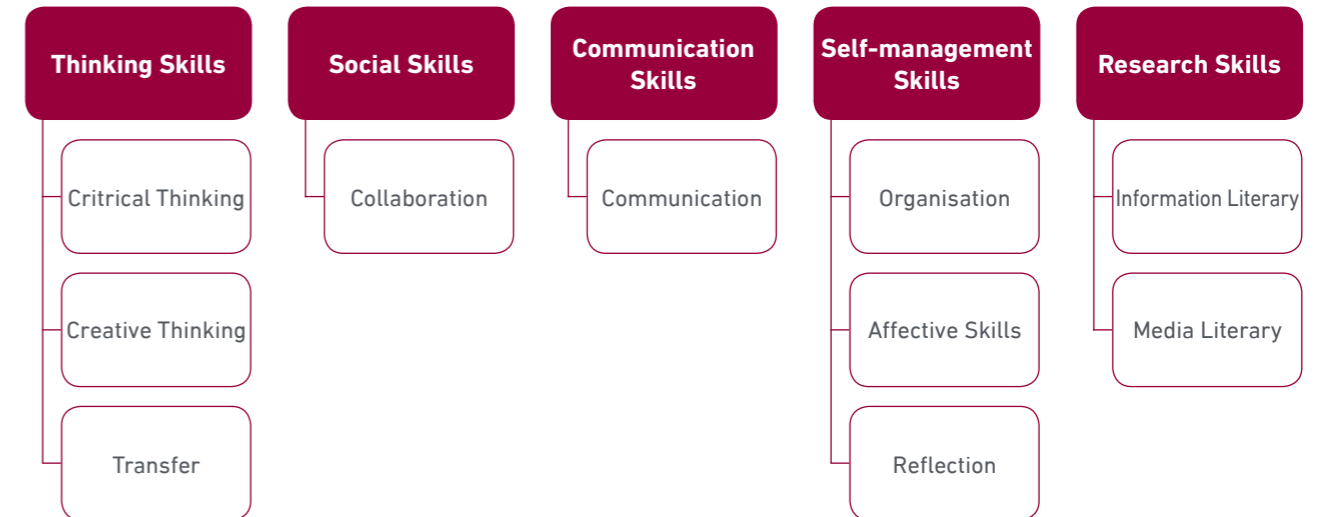
By examining this interrelatedness, students develop critical thinking and problem-solving skills embodied in questions such as:

- Based on my previous learning, 'what do I already know about this topic?'
- What effect does this knowledge have on what I have learned in my other subjects?
- How could the skills in this subject be applied to my understanding in another subject?
- How has the history of this subject affected what I have learned in another?
- What new perspectives do I have, what is synergistic thinking?
- Can uniting these subjects initiate change in the world.

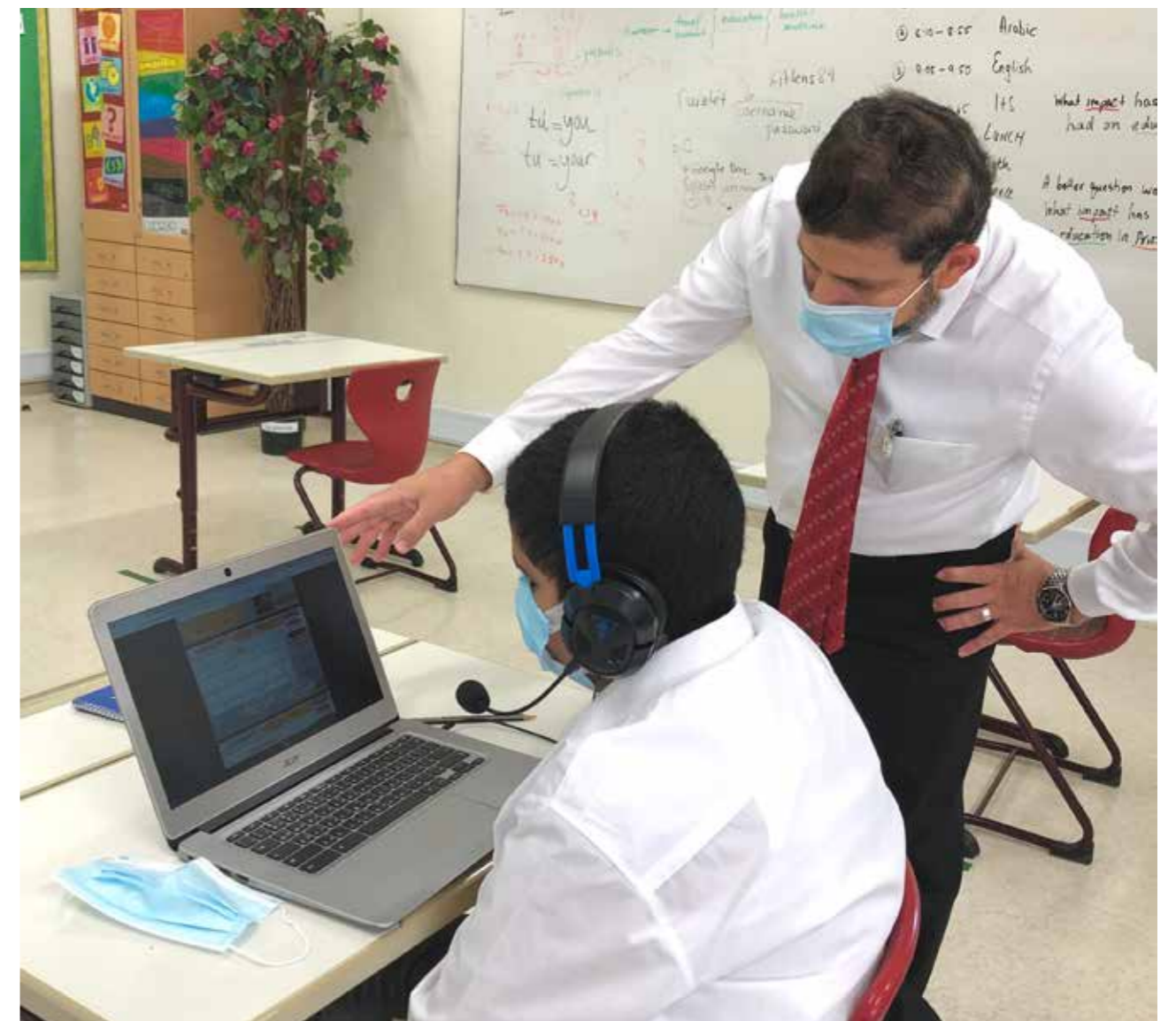
Approaches to Learning (ATL)

Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.



The focus of ATL 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. Students will be asked to reflect on their skill development regularly and to develop learning SMART goals each term based on their own self-assessment on individual feedback from their teachers.



GLOBAL CONTEXTS

Students in the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged.

Considering learning through the lens of global contexts enables learners to directly link concepts with their own lives and put knowledge into action. This contextual learning helps teachers and students answer the important question: “Why are we learning this?”

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. 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.

Global contexts are explored in units of inquiry as:

Identities and Relationships

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

Orientation in Place and Time

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

Personal and Cultural Expression

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization and Sustainability

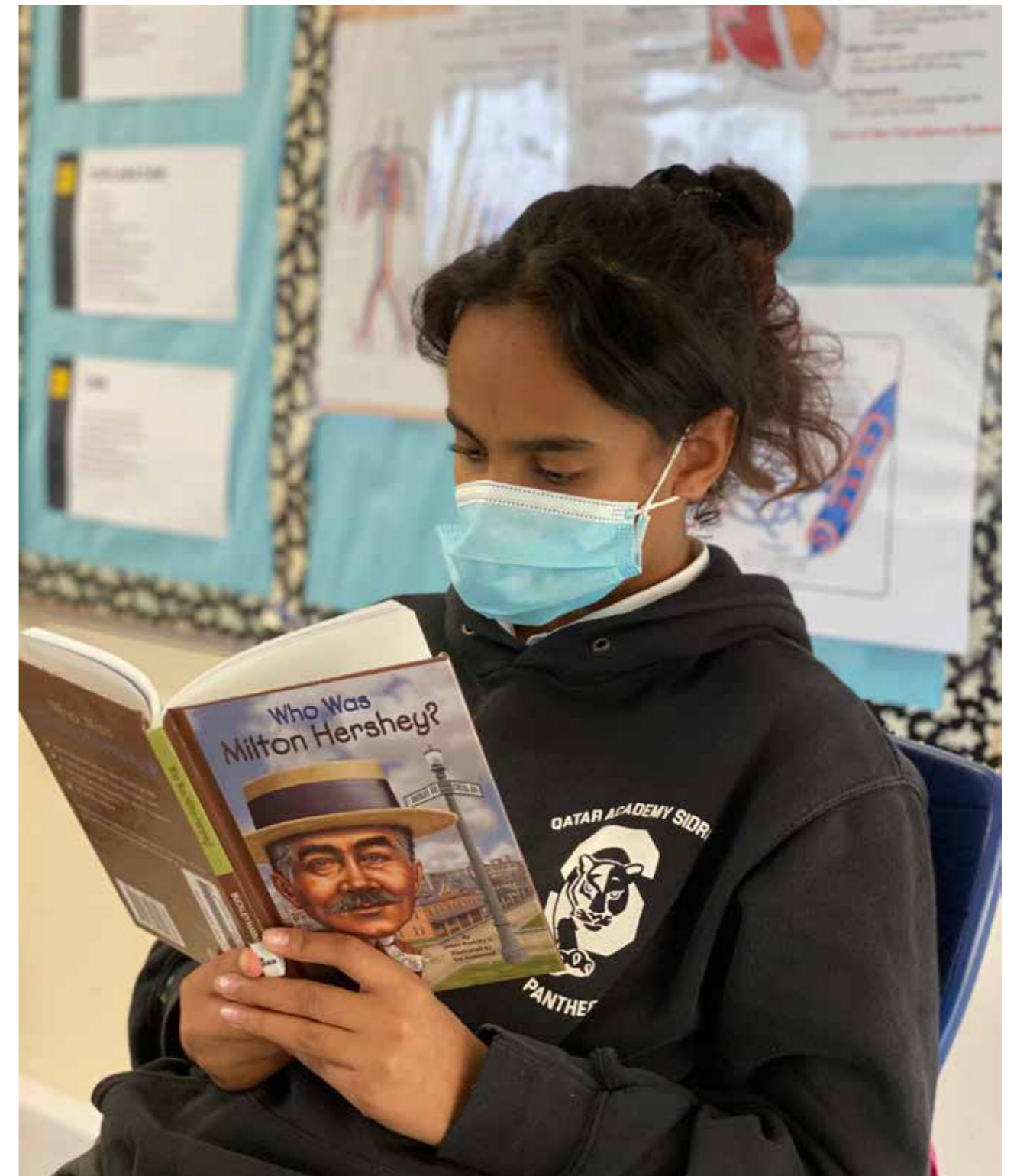
Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and Development

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

In summary, the global contexts help students to:

- address biases and consider diverse interpretations and points of view.
- engage personal interest and increase motivation for learning to broaden their awareness of circumstances that have personal impact.
- develop critical and conceptual thinking skills by gathering and evaluating relevant data, analysing alternatives, considering potential consequences, and drawing conclusions.
- take action in ways that are age-appropriate and develop dispositions to take responsible action as adults to address global challenges and lead students from academic knowledge to thoughtful action.



MYP PROJECTS

The community project and personal project emphasise experiential learning, which is developed further in Community Action and Service in the Diploma Programme. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

Community Project (MYP3)

The community project in Grade 8 focuses on community and service, encouraging students to explore their rights and responsibility to implement service as action in the community. The community project gives students an opportunity to develop an awareness of needs in various communities and address those needs through service-learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of three students.

Personal Project (MYP5)

Once the students reach Grade 10, they take part in an exciting piece of independent inquiry called the 'Personal Project'. The Personal Project can take many forms, from a written novel to a newly built guitar, from a set of evening gowns to a gourmet-cooking course for teenagers.

The project focuses on the processes the student undertakes. It requires them to keep a process journal and reflect on their methodologies and issues they encounter on their journey. As the students undertake the personal project they work closely with a supervisor with whom they meet regularly and coordination of the project is provided by the Projects Coordinator. in areas such as:

- Timetables and deadlines
- Support with understanding the project assessment criteria/clarifications
- Advice on how to keep and use a process journal
- The importance of personal reflection and analysis
- Feedback on the student's progress with formative feedback, both verbal and written.
- The need for students to keep a positive attitude and establishing effective collaboration
- Making sure that students understand their responsibility and organisation strategies.
- Guiding students and making sure they understand the requirements for academic honesty



ACTION AND SERVICE

Service is an integral part of the MYP, present not only in the curriculum but also in activities outside of the classroom. QA Sidra learners strive to be caring members of the community who demonstrate a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

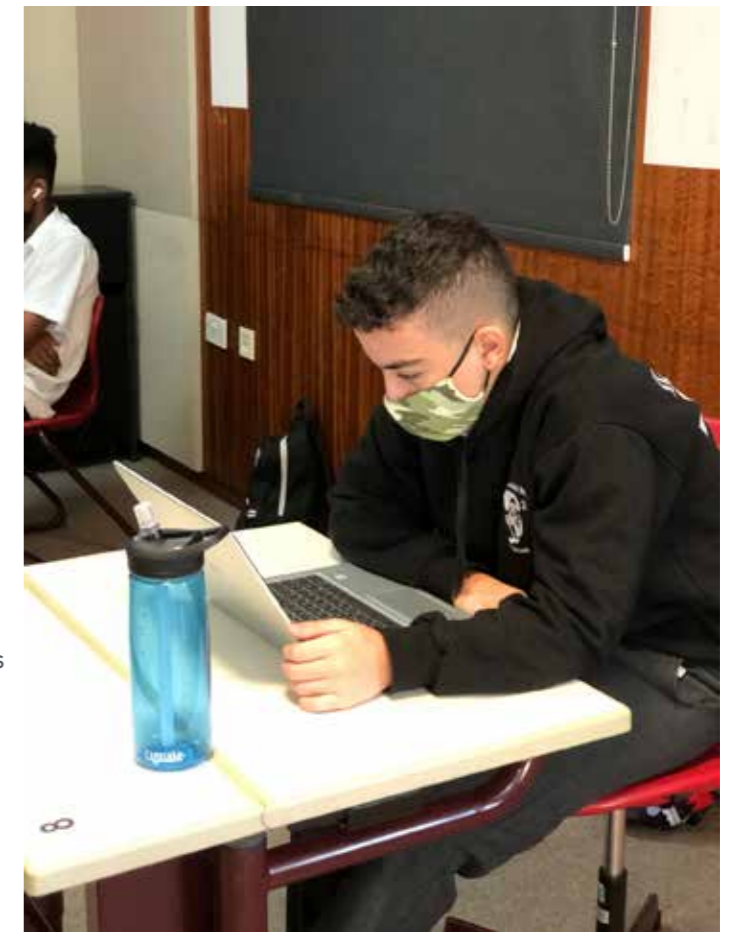
Action (learning by doing and experiencing) is a key component of the MYP. It is an element of the programme in which there is an expectation that successful inquiry will lead to responsible action.

At QA Sidra all MYP students participate in Service and Action. To show this, students need to supply evidence that they have met the learning outcomes. These outcomes are different to assessment grades in that they focus on the development of the student in relation to Service and Action are designed to ensure students are prepared for CAS (Creativity, Action, and Service) in the Diploma Programme.

Learning outcomes

The following learning outcomes are used to assess student involvement in service and action in the MYP:

- Become more aware of their own strengths and areas for growth.
- Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward. Students are able to make connections as to how their own strengths or areas of growth can benefit the community.
- To undertake challenges that develop new skills. A new challenge may be an unfamiliar activity or an extension to an existing one. This can be either an action or a service activity.
- To discuss, evaluate and plan student-initiated activities. Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, such as ongoing school activities in the local community, as well as in small student-led activities.
- To persevere in action. This implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- To work collaboratively with others. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in kindergarten. As a part of collaboration, students should actively seek help from others before initiating an activity. This will also include meeting with advisors to discuss and seek approval for any activity that takes place outside of school and discussing proposals with family members and fellow students.
- To develop international-mindedness through global engagement, multilingualism and intercultural understanding. International-mindedness relies on the development of learning environments that value the world as the broadest context for learning.
- To consider the ethical implications of their actions. Ethical decisions arise in almost any service and action activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).



Service and Action expectations at each grade level at QA Sidra

Grade level	Learning Outcome	Possible Action
MYP 1	End of year reflection - need to meet 6 objectives, during 3 different service experiences.	MYP Enrichment Week Without Walls After School Activities Interdisciplinary Learning Personal Service / Activities outside school. Student initiated projects
MYP 2	End of year reflection - need to meet 6 objectives, during 4 different service experiences.	MYP Enrichment Week Without Walls After School Activities Interdisciplinary Learning Personal Service / Activities outside school. Student initiated projects
MYP 3	End of year reflection - need to meet 6 objectives, during 5 different service experiences.	MYP Enrichment Week Without Walls After School Activities Interdisciplinary Learning Personal Service / Activities outside school. Community Project (to be introduced 2020/21). Student initiated projects
MYP 4	End of year reflection - need to meet 6 objectives, during 6 different service experiences.	MYP Enrichment Week Without Walls After School Activities Interdisciplinary Learning Personal Service / Activities outside school. Student initiated projects
MYP 5	End of year reflection - need to meet 7 objectives, during 7 different service experiences.	MYP Enrichment Week Without Walls After School Activities Interdisciplinary Learning Personal Service / Activities outside school. Personal Project Student initiated projects

ASSESSMENT

How assessment works in the MYP at QA Sidra

At QA Sidra we use a criterion-related approach to assessment and use assessment for learning. This means that teachers make judgements about students' performance against defined assessment criteria and their own individual achievement and not against the work of other students. Teachers use the descriptors that detail an achievement level to make a judgment and provide feedback during (formative) and after assessment (summative) tasks.

Teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required through task-specific clarification of the criteria which is achieved through a discussion of the expectations, or a task sheet that explains the expectations.

Assessment concentrates on identifying the appropriate descriptor for each assessment criterion (1-8). The highest descriptors do not imply faultless performance. A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Feedback on any task is given directly and in a timely manner to students. It may be through one-to-one conferencing, annotated student work or peer and self-reflection but a summary of this feedback will be documented on 'Managebac (parent logins are emailed on enrollment) along with student work, task, and task clarifications as well as due dates. It is very important for both Parents and Students to check information on this portal regularly.

The philosophy of online continuous feedback via Managebac is that students know where they are currently at in their skills and understandings and are informed of how to get to the next step. The comments from teachers are examined as a metacognitive exercise in Advisory sessions and this gives students the opportunity to identify strengths and areas of development and then to form personal academic goals.

Assessment tasks vary from subject to subject and could include; oral presentations, digital presentations written reports, role-play, end of unit tests or a performance. Assessment is viewed as a continuous process and is designed to address set objectives and learning outcomes and is used to assess student understanding. The assessment focuses on the process as well as product. This approach is used to determine a student's semester grade (1-7).

Every subject has its own objectives and assessment criteria (1-8) but the general description of each level will appear on the student's reports every semester.

General Grade Descriptors

These attainment levels are reported on semester and end of year **QA Sidra student reports**.

Level	Description
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all of 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.
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.
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.
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.
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
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 a high quality

For more information please refer to [QA Sidra Academic Integrity Practices and Protocols](#) and the [QA Sidra Assessment Practices and Protocols](#) document.

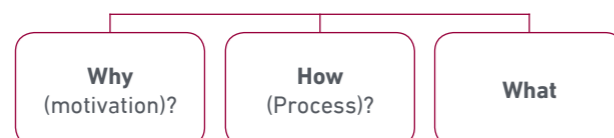
Student Support

As an inclusive school, Qatar Academy Sidra aims to acknowledge, embrace and effectively manage learning differences at an individual and group level, so that learning opportunities are enriched for all members of the community.

- English as an additional language
- Diverse physical abilities
- Diverse cognitive abilities
- Diversity of gift and talented abilities

Equity and Diversity at QA Sidra addresses diversity as an intentional part of the school culture and curriculum. Different learners, voices, perspectives and identities are acknowledged, understood and appreciated, ultimately helping shape our development of knowledge, concepts, skills and attributes.

QA Sidra Equity, Inclusion and Diversity Model



Equity is the why: it is fairness and impartiality towards all learners to ensure that all of the 'differing' needs are met in order to have the 'same' opportunities to be engaged, challenged and build strong 'wings' so they can effectively have an impact on the world into which they will grow.

To ensure access to learning for ALL learners QA Sidra differentiates learning experiences and applies differentiated learning strategies

Inclusion is the how: the active and intentional behaviours that welcome, embrace honour and value diversity of learning, voices and identities (nero, physical, emotional, social, health) as a core principle of our QA Sidra community

We achieve inclusion by building unity through demonstrating respect, integrity and kindness for all individuals so that they are engaged, challenged and successful.

Diversity is the who and the what: who are our learners, what do they need for personal success

Diversity refers to the richness of human differences - socioeconomic, race, ethnicity, language, nationality, gender, identity, geography, disability, neuroplasticity, age, individual experiences, personality.

For further information please refer to [QA Sidra Equity, Inclusion and Diversity Practices and Protocols](#) document.



The Middle Years Programme Certificate

MYP Certificate (eAssessment) offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a certification for students with IB-validated grades.

This award requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- six on-screen examinations (one from each of five required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course in Physical and Health Education, Arts or Design
- the Personal Project.

In order to obtain the IB MYP certificate, students must also meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course

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Appendices

QA Sidra Subject Overviews

