

Oak International School (OIS), Benin

# MYP Curriculum Guide 2022-24



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## The IB Middle Years Programme at OIS

### 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.

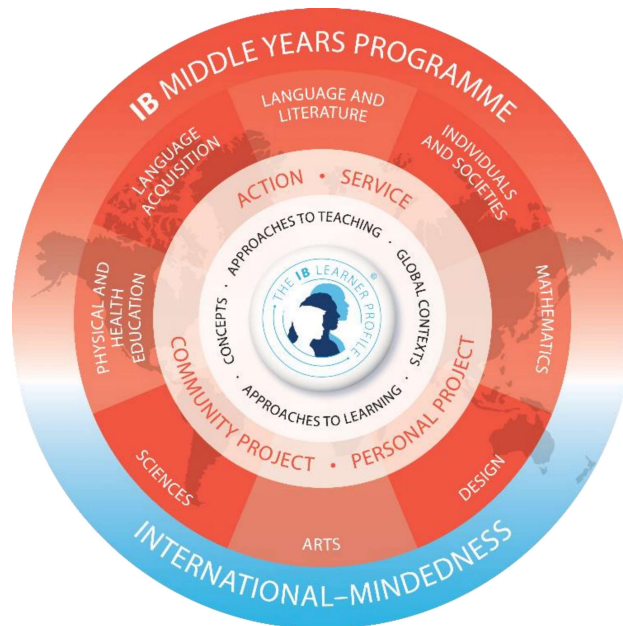
[Our] programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The Middle Years Programme (MYP) at OIS is designed for our middle school students aged 11 - 16. It allows them to use big ideas and real world contexts to develop the skills, knowledge and attitudes that are vital for future success in both academic programmes and as global citizens.

To meet the needs of our international community, OIS MYP provides a balanced yet rigorous education, which facilitates geographic and cultural mobility and promotes the concepts of responsibility and international understanding.

The programme offers high-quality learning which is social and experiential in nature; it sparks students’ curiosity and stimulates their natural creativity; it inspires them to strive for excellence, and to take ownership of their own inquiry and research, and it shapes the learner and the learning community, nurturing growth and new understanding.

## The MYP Framework



The Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. The MYP has been taught at OIS since September 2021. The School adopted the IB MYP due to the programmes alignment with its philosophy and objectives, and also because the MYP:

- is an international programme with no bias towards any particular national system;
- is part of the IB, a globally recognized and respected educational organization;
- provides vertical consistency through the IB Diploma in grades 11 and 12 and the PYP in the Primary School;
- is flexible enough to allow OIS to design the curriculum to fit student needs;
- does not prescribe content of subject areas but does provide a framework for their delivery;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong interdisciplinary elements;
- supports external evaluation and curriculum development.

### A Concept-Driven Curriculum

“What matters is not the absorption and regurgitation either of facts or of pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.”

(Alec Peterson, first IB Director General 2003:47)

A concept is a big idea—a principle 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.

MYP Key Concepts:

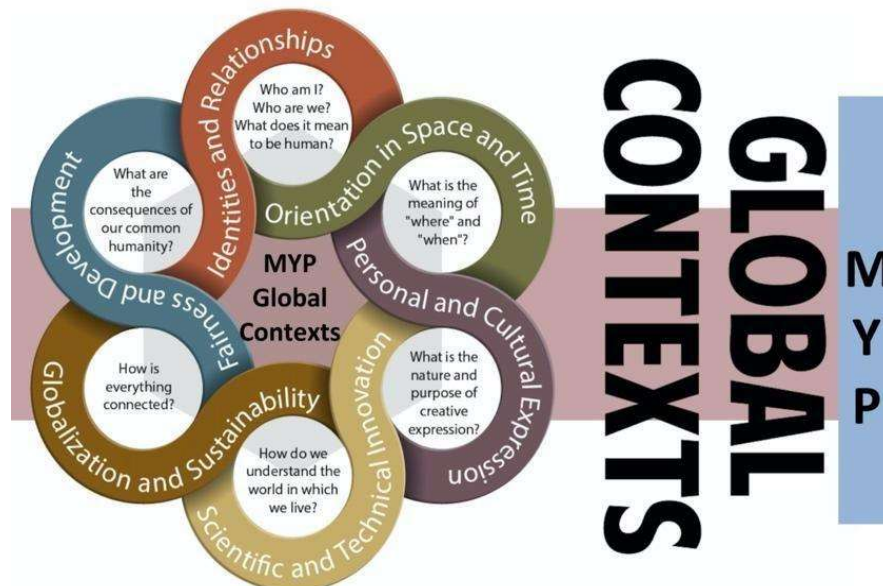
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

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;
- 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 as students use a common language to articulate their deeper learning;
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges.


## Global Contexts

Learning at OIS aims to support students to understand the complex world. There are many different things that one needs to understand to understand the world. All of these things fall into six categories, known as the Global Contexts.



All units of work allow students to explore one of the Global Contexts. This supports students to make worthwhile connections between the real world and classroom learning.

## The International Baccalaureate Learner Profile




### 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:**

<p><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.</p> <p><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.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><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.</p> <p><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.</p>	<p><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.</p> <p><b>CAREING</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.</p> <p><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 change.</p> <p><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.</p> <p><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.</p>
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**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 IB learner profile are ten personal 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. The learner profile is what enables OIS to attain its mission, Educating *for* the development of a life-long love of learning. The attributes of the learner profile permeate teaching and learning and provide a framework for the realization of our values.

## Approaches to Learning (ATLs)

It is widely known that the development of transdisciplinary skills is just as important in education as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATLs). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the MYP, students will learn and practice different strategies for developing these skills.



## MYP Subjects

Our MYP class structure is designed to offer the support and care from primary school whilst gently supporting our learners to be able to cope with greater independence and opportunities as they move towards high school.

	<b>MYP Years 1-3: Grades 6 - 8</b>	<b>MYP Year 4: Grade 9</b>	<b>MYP Year 5: Grade 10</b>
<b>Group 1</b>	Language and Literature - English		
<b>Group 2</b>	Language Acquisition – Spanish		
<b>Group 3: Individuals and Societies</b>	Integrated Humanities	History/Geography* Economics	
<b>Group 4: Sciences</b>	General Science or Integrated Science	Biology/Chemistry* Physics	Biology/Physics/Chemistry
<b>Group 5: Mathematics</b>	Mathematics	Standard Mathematics or Extended Mathematics	
<b>Group 8: Design</b>	Design		
<b>MYP Core</b>	Service As Action		Personal Project and Service As Action
<b>Language Options</b>	Option 1: MYP Language and Literature – English Option 2: MYP Language Acquisition – Spanish Option 3: French as a First Language (Enrichment)		
<b>MYP Project</b>		Community Project	Personal Project
<b>Interdisciplinary Teaching and Learning</b>	At least one planned interdisciplinary unit in year of the MYP		
<b>Supporting Courses</b>	Personal and Social Education (PSE), Advisory		



## Group 1: Language & Literature

### English

Students study English Language at Language & Literature level. At OIS, Language & Literature is taught in a Language in which most students have 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 & Literature is to encourage and enable students to:

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

## Group 2: Language Acquisition

### 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 experience will be life - long and enjoyable. Teaching and learning in Language Acquisition is organized into six phases grouped under emergent, capable and proficient. The phases a developmental continuum of additional language learning. Students may commence their Language Acquisition Course in any phase on the continuum and may exit from any phase on the continuum.

### Main objectives

The subject's 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;
- demonstrate comprehension of these, both orally and in writing;
- identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary;
- request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

## Group 3: Individuals & Societies

The MYP Individuals and Societies subject group is inclusive of disciplines studied under humanities and social sciences. In Individuals and Societies, students have the opportunity to develop the skills needed to make in-depth inquiries into historical, geographical, political, social, economic, and cultural factors. Students also explore the potential impact on individuals, societies and the environment, encouraging them to broaden their thinking, and to respect the diversity in the world around them. Individuals and Societies also encourages students to develop their critical thinking skills when considering the diversity of human culture, attitudes and beliefs; students discover that both content and methodology can be debatable and controversial. At OIS, students in MYP 1,2, and 3 have the opportunity to study Social Sciences while from MYP 4 to 5 are given the opportunity to take one compulsory subject and choose an additional one from two available subjects.

### Main objectives

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

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

## Group 4: Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. At OIS, students in MYP 1, 2 and 3 study Integrated/General Science, while students in MYP 4 and 5 study a compulsory Science Subject and choose an additional one of the remaining two Science Subjects.

### Main objectives

The study of MYP Science is to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world;
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts;
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions;
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways;
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts;
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.

## Group 5: Mathematics

### Mathematics, Extended Mathematics, Standard Mathematics

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics: number; algebra; geometry and trigonometry; statistics and probability; discrete mathematics. Starting in MYP Year 4 (Grade 9), 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.

#### Main objectives

MYP Mathematics aims to:

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

## Group 8: Design

### Integrated Design

MYP Design covers two areas: digital design and product design. Each year, students complete at least two full design projects, with some shorter, focused tasks. 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 then 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.

#### Main objectives

The study of Design is to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle;
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- develop respect for others' viewpoints and appreciate alternative solutions to problems.

## Language Options

Language learning is integral to our vision of “Educating for life

At OIS, we promote effective communication, development of identity and appreciation of other cultures through language learning. OIS's Language Learning programme seeks to build on and advance our students' diverse backgrounds and language profiles.

Students study three language subjects:

- 1: English (Language and Literature)
- 2: French (Enrichment)
- 3: Spanish ( Language Acquisition)

To be eligible for the MYP Certificate of Completion, at least one of these must be a Language and Literature course by Grade 10 (strongly recommended by Grade 8).

### Language Placement

The Head of Department for the Language Acquisition (Spanish) will work with the MYP teachers to assign students to classes based on their current level of proficiency. New students will have a diagnostic test at the start of the year to form a base line placement. Interventions are put in place to support students across all levels to improve their proficiency in all languages.

### Moving into the Next Phase or Course

Levels of proficiency are categorised according to the IB's Continuum of language learning. Students progress through “phases” as their language proficiency levels increase, from Phase 1 (Beginner) to Phase 6 (Proficient). Student movement from one phase to the next, or one course to the next, is only possible at reporting times. Teachers will decide in consultation with the Head of Department if a change is appropriate and beneficial for a student. Students exiting the MYP after Grade 10 (MYP 5 in a Language & Literature class, and having demonstrated success at this level, will not have access to IB DP (Grade 11) Language B classes. MYP Language & Literature students are expected to enroll in an IB DP Language A class.

### School-supported Mother Tongue (SSMT) Programme

In addition to the taught languages that the school offers, OIS provides opportunities for students to learn or improve proficiency in any mother tongue as part of the school-supported mother tongue programme. Students follow a school-set curriculum with the help of teachers who are proficient in their individual mother tongues. Where parents are financially capable, OIS will help to find a tutor to guide the student through the programme. The curricular programme is MYP aligned and, if the student meets the requirements, will lead to successful MYP Certification. Official transcripts for these grades as long as the student has been studying under the supervision of a tutor. Tutors can support the student face-to-face in school during SSMT lessons, face-to-face at home outside of school hours or even virtual via video calls. Online language learning programmes without a real teacher are not sufficient for SSMT and will not lead to a transcript or successful MYP Certification.

SSMT is interesting for students who:

- wish to continue, reconnect, maintain or deepen their study of their mother tongue;
- might not be proficient enough to study either English or French at Language and Literature;
- need to maintain or provide proof of proficiency of their mother tongue for further national schooling.

SSMT transitions into the “school-supported self-taught” programme at Diploma level, where students can continue studying their mother tongue as part of the IB Diploma Programme and count it as their one required Language A. On average, more than 10% of ISP students choose the SSMT option, covering more than ten languages in addition to the officially taught options.

### SSMT Structure

If you choose SSMT, it is important to understand that this is not delivered in the same manner as the other language classes (English, French or Spanish) taught at OIS. When the school receives a request for a SSMT course, the MYP Coordinator will manage the following process:

- the student commits to following the school-set curriculum including all required assignments;
- the school will support parents in identifying a tutor to support the student’s learning;
- lessons will be scheduled during the regular school day and all books and resources will be provided or paid for by the school;
- the parent(s) will commit to paying the tutor for their services and the Programme Coordinator will put families with common language goals in contact with each other, so that costs can be shared; this is private arrangement between the tutor and the families for which the school has no responsibility or liability;
- the Programme Coordinator will collect assignments from students and assessment and reporting data from tutors at reporting times to generate a transcript for the student.

### French Enrichment

In addition to their regular French lesson, students have the chance to increase their time studying French instead of a third language option:

- Non-francophone students can choose to attend “French Enrichment: Immersion” classes in their first and/or second year at OIS for a duration of up to two years to boost their French language learning. Thereafter they choose to learn either Spanish or study their mother tongue.
- Francophone students can choose to increase their French hours in the French Enrichment.

## Service as Action (SA)

In the MYP, students take action to provide service to those in need of help in actualization a number of the IB Learner Profile Attributes.

Through the SA programme, students develop a more in-depth understanding of global needs and the skills and attributes to be able to help.

Activities vary by grade. In lower grades, students work in homeroom groups to complete SA projects. There are also opportunities to take part in other projects on a voluntary basis. In Upper grades, students must both take part in and lead on different projects. Students are required to reflect on their projects in order to grow from their experiences.

In Grades 9 and 10, students complete a Service as Action interview. This interview checks on their progress and verifies their commitment to the programme. During the interviews, students' reflections and conversation are used to show evidence of the SA outcomes listed below and support them to become more aware of their own strengths and areas for growth:

- undertake challenges that develop new skills;
- work collaboratively with others;
- persevere in action;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions

Service as Action is a requirement for IB MYP in every year of the programme. Progression from year to year and the awarding of the MYP Certificate of Completion is dependent on students meeting the school's expectations for Service as Action.

## The Community Project

The *community project* focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop 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 a maximum of three students.

The Community Project shall be completed by students in MYP 4 (Grade 9).

## Aims

The aims of the MYP community project are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

## MYP community project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the community project specifically.

### **Objective A: Investigating**

Students should be able to:

- i. Define a goal to address a need within a community, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

### **Objective B: Planning**

Students should be able to:

- i. Develop a proposal for action to serve the need in the community
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

### **Objective C: Taking action**

Students should be able to:

- i. Demonstrate service as action as a result of the project
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

### **Objective D: Reflecting**

Students should be able to:

- i. Evaluate the quality of the service as action against the proposal
- ii. Reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

## Personal Project

is a significant body of work produced over an extended period. It is a product of student initiative and reflects their experience of the MYP.

The Personal Project requires students to utilise their ATL skills and Learner Profile attributes, and usually sees them developing these further as they complete their project.

The Personal Project requires principled action; students will make or do something of significance, which extends beyond their in-school learning. Usually, this principled action results in a specific form of service within the community.

It is therefore an opportunity for students to inquire, act, and reflect.

## MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

### Objective A: Planning

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

### Objective B: Applying skills

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

### Objective C: Reflecting

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Students achieve and demonstrate the objectives of the Personal Project through three, required components:

- the **process** they follow;
- the **product** or outcome they create;
- the **report** or **presentation** they make that explains what they have done and learned.

Only the Personal Project report/presentation is assessed, but the other components are essential in being able to complete this part of the project.

Detailed information is given to all Grade 10 students and parents at the beginning of the school year. The whole school community will be invited to join us in exploring and celebrating the products at the Personal Project Showcase.



## MYP Assessment

At OIS we recognise that students have different learning needs hence they learn in different ways, and in line with the complexity of education, we think it is important to provide a variety of ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

Assessment in the IB MYP at OIS is:

1. Varied in approach: Students are 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 are given feedback on their work to help them improve it. They might be involved in this assessment, perhaps through assessing their peers or even themselves. Summative assessment is a final activity which measures a student's level of skill in detail.
3. Criterion-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 demonstrated?" Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's curriculum management tool, EDVES. The subject criteria are based on the learning objectives mandated by the IB.
4. Ongoing and reflective: Assessment is 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 OIS Assessment Policy available on ISP's website.

## MYP Reports

Students enhance their ATL skills by reflecting on and recording their own progress through self-evaluation. They also participate in 3 Way Conferences (student-parent-teacher). Students are encouraged to actively discuss their strengths and weaknesses at these conferences. Parents also get additional opportunities to discuss the performance and progress of their wards at Parents' Teacher Meetings (PTMs) during and at the end of every Term.

End of Term reports are posted on EDVES, the School's digital reporting platform. These include:

- an evaluation of the development of ATL skills during that semester;
- a level (1-8) and descriptor for the different criteria of each subject;
- an overall level of achievement for each subject from 1 to 7;
- a comment by the homeroom teacher, including information on Service as Action;
- a summary of the subject-specific assessment criteria.

## Awarding Grades

Each subject has four key objectives that are essential to success in that subject. These are known as Criteria A, B, C and D.

All criteria in all subjects are assessed against eight levels of criterion descriptors. The descriptors are progressive and concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels.

The skills required to achieve in each criterion become, developmentally appropriately, more demanding in each year of the MYP. It is crucial for teachers, parents and students to discuss each subject specific criteria. Each criterion describes a student's strengths and what higher levels of skill

look like. This helps students to adopt a growth mindset as well as a growing independence in developing and honing their academic skills.

At the end of each term, the total grades scored by a student for each of the four criteria in a subject are converted into an IB MYP achievement level, from 1 to 7. Below is a generic explanation of each IB MYP achievement level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

### IB MYP General Levels of Achievement

7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

## MYP Certificate

MYP Certificates are awarded at the end of Grade 10. To be awarded the OIS MYP Certificate of Completion, a student must have studied the MYP for a minimum two years of Grade 9 and 10.

The final year report must demonstrate:

- at least a 3/7 in each MYP subject area;
- at least a 3/7 on the Personal Project;
- a minimum total of 36 points across the 8 MYP Subjects and Personal Project;
- completion of OIS's expectations for Service as Action and participation in a Service as Action interview;
- at least one language at Language & Literature level;
- minimum 90% attendance.

The requirements for MYP certificate of completion are also the conditions for promotion from Grade 10 (MYP5) to the IB Diploma Programme. In addition, to meet the entry requirements for chosen courses of study in Grade 11, the school advises a student should have:

- a Grade 10 first semester score of 5 or above for each higher level subject
- a Grade 10 first semester score of 4 or above for each standard level subject

MYP Completion Certificates from IB shall be awarded following the completion of all IB assessment requirements including but not limited to Community Project, Personal Project and e-Assessment\*.

### Promotion within the MYP

Promotion from each grade is not automatic. To be promoted from within the MYP (grades 6-9), a student's final report should demonstrate:

- at least a 3/7 in each MYP subject area;
- An average final grade of at least 4 in the MYP subjects;
- completion of OIS's expectations for Service as Action and participation in a Service as Action interview;
- minimum 90% attendance.

## REFERENCES:

- <https://www.ibo.org/programmes/middle-years-programme/curriculum/>
- [https://www.isparis.edu/uploaded/Documents/B2S\\_2019-20/MYP\\_Curriculum\\_Handbook\\_201920.pdf](https://www.isparis.edu/uploaded/Documents/B2S_2019-20/MYP_Curriculum_Handbook_201920.pdf)
- [https://resources.ibo.org/data/m\\_0\\_mypxx\\_guu\\_2209\\_1\\_e.pdf](https://resources.ibo.org/data/m_0_mypxx_guu_2209_1_e.pdf)
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- <https://www.tis.edu.gh/wp-content/uploads/2018/10/TIS-MYP-Parents-guide-221018-Interactive.pdf>