DISV INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (MYP) HANDBOOK

2022-23

DANUBE
INTERNATIONAL SCHOOL VIENNA

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INTRODUCTION

Dear Families,

This curriculum handbook is intended to provide you with an understanding of the IB Middle Years Programme (MYP) and how it is uniquely implemented at DISV.

At Danube we strive to create a culture which encourages students to discover their individual gifts and talents. The school endeavors to nurture and support each student to reach their full potential. The school's family atmosphere is grounded in respect, trust, compassion, and the ideal of community service.

In addition to high academic standards, the international education that we offer focuses on the three IB fundamental concepts being: holistic learning, intercultural awareness and communication. We guide students to develop their skills to become independent learners and leaders in the global community. We provide a wide range of activities and experiences that help develop life-long learners. This prepares students for their future careers, building a growth mindset and creating an innovative spirit.

Danube International School Vienna is a true community where students are supported by their teachers and peers. We invite you to visit us in person and experience our very special school.

Looking forward to meeting you and sharing information about the IB MYP with you!

Kind regards,

Maura Lichtscheidl
IB MYP Coordinator

THE IB LEARNER PROFILE

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.

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/Courageous: 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.

IB MIDDLE YEARS PROGRAMME GUIDING PRINCIPALS

The International Baccalaureate (IB) Middle Years Programme (MYP) emphasizes intellectual challenge.

It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The programme also encourages international-mindedness in IB learners, students develop strong communication skills in their mother-tongue and in other languages which fosters inquiry, understanding, reflection, and expression.

IB MYP CURRICULUM FRAMEWORK

The programme consists of eight subject groups integrated in a framework for learning within and across the subjects. This framework helps students develop both subject-specific and interdisciplinary understanding reflecting real life and allowing students to see connections among the subjects themselves, and between the subjects and authentic issues. The framework includes:

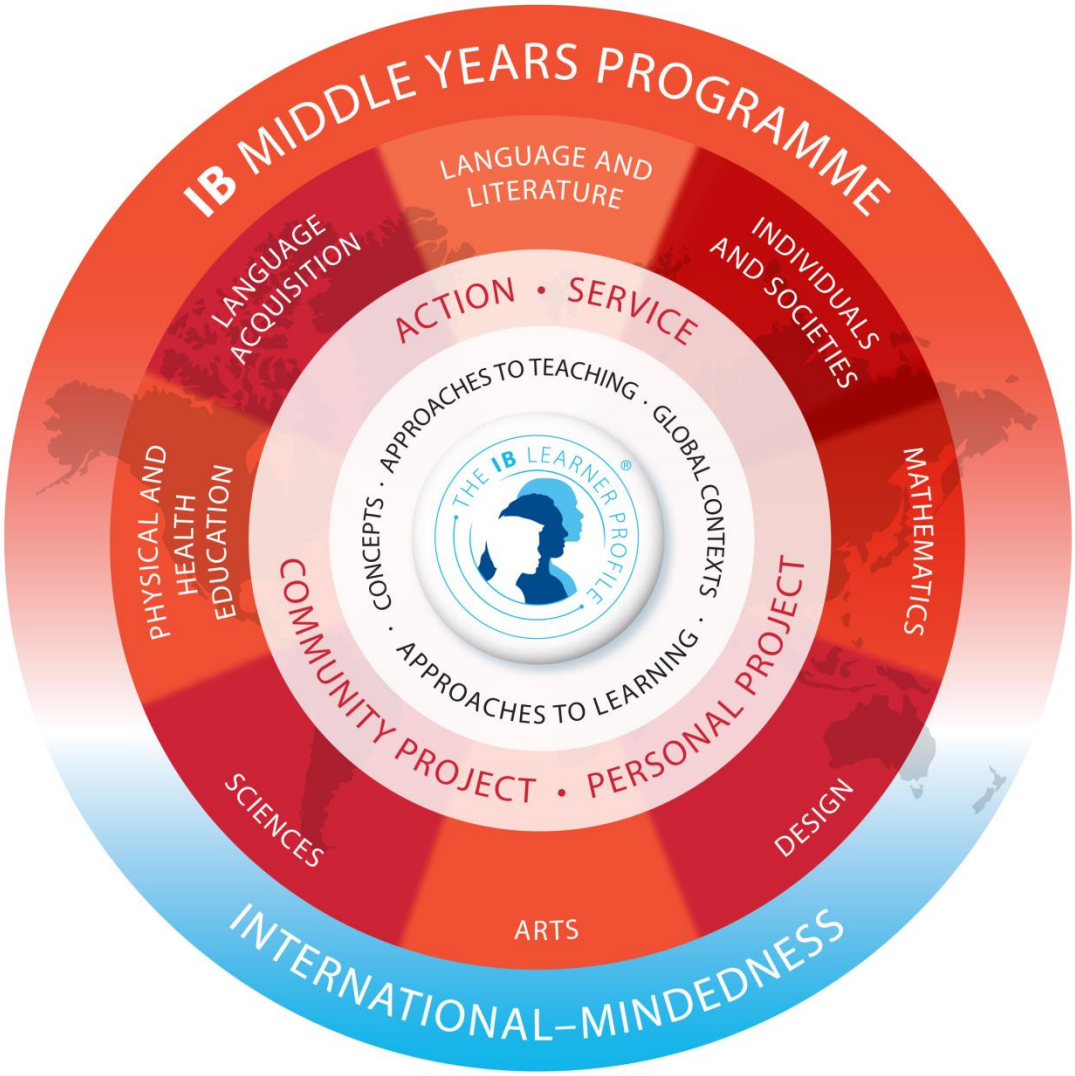
- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

Students are required to study a first language (language and literature), a second language (language acquisition), individuals and societies, sciences, mathematics, arts, physical and health education, and design.

In the last year of the MYP, Grade 10 students complete a **Personal Project.** This long term, independent assignment is based on student's interests and talents, resulting in a product or outcome as well as a written report. This experience gives students the opportunity to show and apply the skills, which are developed through the MYP's Approaches to Learning.

Students and parents will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by "international-mindedness". This helps focus the development of the whole student – physically, intellectually, emotionally and ethically.

The IB MYP Curriculum Model



The MYP approach to teaching and learning

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced. Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural identity
- orientations in space and time

- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to learning

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.

Inclusion and learning diversity in MYP

As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. Schools must develop an inclusion/special educational needs (learning support) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

An example of a unit in a MYP class could be, a group of students in Grade 6 (MYP1) learn about pure substances and mixtures in sciences (chemistry). As part of their laboratory activities, students apply simple techniques to separate different types of mixtures, including techniques for separating impurities from water.

The skills to be developed would include:

- using simple equipment
- making straightforward observations and measurements
- drawing scientific diagrams.

The teacher could then lead the students to explore issues linked to the global contexts of fairness and development or globalization and sustainability by posing questions such as:

- How pure is pure?
- Can the energy costs involved in the production of pure substances be justified?
- Why is only a fraction of the world's water directly drinkable?
- How can we produce enough drinkable water to meet our needs?

The teacher could then use these questions as a focus for discussion, for written responses or to lead into a further topic. They provide an authentic means of looking critically at an increasingly relevant resource problem with ethical dimensions.

A brief overview of each subject area is below.

LANGUAGE AND LITERATURE:

All IB programmes value language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding. As MYP students interact with a range of texts, they generate insight into moral, social, economic, political, cultural and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner. The school offers English and German Language and Literature courses. Other Language and Literature courses can be studied privately through the schools PTL programme.

LANGUAGE ACQUISITION:

The ability to communicate in a variety of modes, in more than one language, is essential to the concept of an international education. The language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience. Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases (from 1 to 6) over the course of the MYP. The school language acquisition courses provision includes English, German, Spanish and French at specified phase levels.

INDIVIDUALS AND SOCIETIES:

The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts. The school delivers Humanities, Geography and History courses.

SCIENCE:

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Through MYP sciences, students will learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. The school delivers Science, Biology, Chemistry and Physics.

DESIGN:

The MYP uses the design cycle a way to structure inquiry and analysis of problems, development of feasible solutions, the creation of solutions, and testing and evaluation the student's solution for the design problem. In MYP design, solutions can be models, prototypes, products or systems that students have developed and created independently. The school delivers Digital and Product Design courses.

MATHEMATICS:

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and everyday life. Mathematics provides an important foundation for the study of sciences, engineering and technology, as well as a variety of application in other fields. The school offers Extended and Standard Mathematics.

ARTS:

Arts stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. The school delivers Drama, Music and Visual Art.

PHYSICAL & HEALTH EDUCATION (PHE):

Physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

IB MYP SUBJECTS AND TEACHING PERIODS

Detailed information about the MYP schedule can be found in the Secondary Handbook.

SERVICE AS ACTION

Service and action have always been shared values of the IB community.
Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme.

In grades 6 to 10, students must participate in the Service as Action (SA) programme led by the SA Coordinator and supported by the homeroom and classroom teachers. During the programme students learn sequentially about communities as they advance through the year grades and engage in age appropriate activities that help others within our community and beyond.

The extent of involvement with the SA programme is up to the student. As they become more responsible and independent, they decide upon what constitutes an activity. We suggest a variety of activities each year in order to guide the students towards an appropriate amount of commitment.

However, the aim should be to have sustained involvement with specific projects with student participation and reflection as the key evidence that learning has taken place. The school publishes and promotes various SA activities, exchanges and trips throughout the year through the Danube Digest, student assemblies and within the wider community. Students must keep a detailed record of their participation using their service as action journal on *Managebac* to record all activities and reflection.

SA is a requirement for the DISV MYP Certificate and is continued in the Diploma Programme as CAS (Creativity, Activity and Service). If a student does not show sufficient evidence of a commitment to SA, then no certificate will be awarded.

PERSONAL PROJECT

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the MYP programme (Grade 10). A successfully completed Personal Project is a requirement for entry into the Diploma Programme. Project topics may be creative or research-based, and ideally reflect an interest of the student.

Students begin the Personal Project process in mid-August and finish in February. The stages of the process are documented by a journal, and this process is evaluated by MYP criteria. Students are given a comprehensive Personal Project Handbook that details the process and gives examples of how to develop their project, process journal and write their report. They are also assigned a teacher supervisor who mentors them through the processes.

The Personal Project Exhibition takes place in January on an evening and consecutive morning during which time students, parents, and the wider school community attend. The Exhibition is a celebration of the completion of their product and gives students the opportunity to receive meaningful feedback from members of the community which they will need to complete their report. The final report is due in February.

IB ASSESSMENT

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. All specified criterion relates to a clear set of learning objectives in each subject group (i.e. Learning Objective A will be measured in Criterion A). Teachers set assessment tasks that are assessed internally in the school. External checks through monitoring of assessment by IB examiners are carried out on a variety of internal assessment pieces to ensure worldwide consistency of standards. Our curriculum mapping tool *Managebac* has full details of IB MYP Assessment for all current parents.

Each subject has four assessment criteria each graded from 0 to 8 giving a maximum score of 32. However, the summative grade is recorded on a scale of 1 to 7, with 7 being the highest.

MYP Achievement Grade Descriptors:

Final Grade	Descriptor
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 realworld 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.

DISV Effort Grade Descriptors:

Grade	Descriptor
(EE) Exceeds Expectations	Behaviour-Always conducts themselves appropriately in class, which helps maximise productivity and supports a safe and engaging learning environment for others. Avoids distraction. Is sensitive to the views of peers and responds accordingly. Engages with teachers and peers in a respectful and considerate manner. Never willfully disrupts the learning of others. Displays a positive attitude to learning at all times. Work ethic- Is extremely conscientious and consistently puts much effort and care into both class and homework. Concerted effort is applied in every situation Shows a genuine commitment to independent learning, with the creation of a study plan that supports their learning. Focus in class supports their understanding and maximises their learning outcomes. Engagement- Always proactively strives for a high level of personal focus and involvement in class. This may include some or all of the following: Appropriately participates in class discussions and asks questions. Actively listens to instruction and follows all directions in class. Instigates class discussion and listens and responds to the views of others. Takes detailed and effective notes, completes thorough research and works collaboratively to use class time most effectively. Works independently and collaboratively to maximise potential and is always on task. Persistence- Always demonstrates the necessary persistence in order to develop deep interest and creativity in their learning both in and out of school. Takes a great deal of pride in their work. Takes calculated risks to advance learning and thinks laterally. Shows responsibility for own actions and accompanying consequences. Always demonstrates determination and resilience. Reacts well to criticism and sees mistakes as opportunities to learn. Sees difficulties as challenges to be overcome rather than obstacles. Is always self-motivated and works independently.
(ME) Meets Expectations	Behaviour-Regularly strives to conduct themselves in an appropriate manner. Regularly avoids distraction. Is regularly sensitive to the views of peers and responds accordingly. Engages on a regular basis with teachers and peers in a respectful and considerate manner. Rarely disrupts the learning of others. Displays a positive attitude to learning. Work ethic- Regularly shows that effort and care is put into both class and homework. Effort is applied regularly in situations. Regularly shows a commitment to independent learning that supports their learning. Regular focus in class supports their learning outcomes. Engagement- Regularly strives for personal focus and involvement in class. Participates in class discussions and asks questions. Regularly listens to instructions. Is involved in class discussions. Takes very good notes. Regularly works independently and collaboratively and is generally on task. Persistence- Regularly demonstrates the necessary persistence in order to develop interest and creativity in their learning both in and out of school. Takes pride in their work. Often takes risks and thinks laterally. Demonstrates determination and resilience. Overcomes challenges. Regularly works independently.
(BE) Below Expectations	Behaviour- Occasionally strives to conduct themselves in an appropriate manner. Occasionally avoids distraction. Is occasionally sensitive to the views of peers and responds accordingly. Occasionally engages with teachers and peers in a respectful and considerate manner. Occasionally disrupts the learning of others. Sometimes displays a positive attitude to learning. Work ethic-Occasionally shows that effort and care is put into both class and homework. Effort is not always applied in situations. Commitment to independent learning is sporadic. Occasionally applies themselves in class. Engagement- Occasionally strives for personal focus and involvement in class. Occasionally participates in class and asks questions. Sometimes listens to instructions and is involved in class discussions. Takes notes when instructed. Works when directed but easily drifts off task. Persistence- Occasionally demonstrates persistence in order to develop some interest in their learning both in and out of school. Takes occasional pride in their work. Occasionally overcomes challenges and shows determination. Sometimes works independently.
(C) Concern	Behaviour- Rarely strives to conduct themselves in an appropriate manner. Rarely avoids distraction. Is seldom sensitive to the views of peers and responds accordingly. Rarely engages with teachers and peers in a respectful and considerate manner. Regularly disrupts the learning of others. Seldom displays a positive attitude to learning. Work ethic- Rarely shows that effort and care is put into both class and homework. Effort is rarely applied in situations. Commitment to independent learning is seldom present. Rarely applies themselves in class. Engagement- Rarely strives for personal focus and involvement in class. Rarely participates unless directly asked to. Is a passive learner. Does not demonstrate good listening skills. Does not take adequate notes. Appears to take little pride or interest in class. Is often off task. Persistence- Rarely demonstrates persistence in order to develop interest in their learning both in and out of school. Takes no pride in their work. Gives up easily. Does not demonstrate independent work habits. Needs constant directions.

ACADEMIC COMMUNICATION

DISV sends home a newsletter, the Danube Digest, via email each week that contains academic information and calendar events. The school also uses a digital system '*Managebac*' that is accessible to parents over the internet.

For academic concerns a parent should first contact the teacher concerned and then, if concerns persist, the MYP Coordinator. The school has established assessment procedures for each grade level and the results are shared with parents through two semester reports (January and June) and two mid-semester reports (November and April). Parents are regularly invited into the school for information evenings and there are two individual parent teacher conferences during the school year just after the mid-semester reports.

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IBO programme information courtesy of the International Baccalaureate Organisation.

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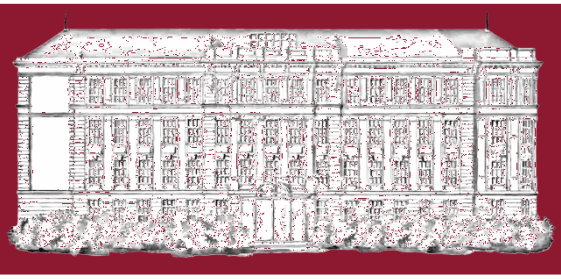

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