



The Middle Years Programme (MYP) Curriculum Handbook 2021-22

“

An IB continuum school where teachers follow one system and, can therefore, focus on their most important job; continuously improving student learning.

”



NEEV ACADEMY



7th, Kempapura, Kemalur Main Road
Bangalore 560077

Welcome to Neev Academy. We are a culture, ecosystem, community, and dream of learning and growth for children. Our learners succeed academically and grow as humans because Neev recognizes 21st century learners are self-directed in pursuit of challenging goals, disciplinary thinkers who make connections with knowledge, strong collaborators, effective communicators, and community builders.

Neev uniquely blends values with a global curriculum; we are authorised by the IB to offer the Primary Years Programme, the Middle Years Programme and the Diploma Programme. A school with the full continuum of IB education over 12 years has the unique ability to build culture, capabilities and practise for students, teachers and administrators. Focussing on the IB removes the challenges for teachers torn between different philosophies of education and reduces the need to spend a lot of time and energy combining different elements that may be incompatible. IB continuum schools, with dedicated teachers are able to follow one system and pray to one god, continuously improving student learning.

For students, the overlap and continuity between the three programmes leads to the development of international mindedness, an education centered on inquiry and conceptual understanding, fostering desired character traits and skills, and idealistic values such as striving to make the world a better place. Many opportunities to transfer knowledge, a mindset of continuous research and service, develops caring, impactful and self-aware global citizens who are not afraid to make choices.

For teachers, it helps to have a unified vision throughout the school, providing inquiry-based learning, international mindedness and action orientation, a mindset which leads to outstanding academic results as a process rather than a product. The IB programmes and teachers are supported by extensive and continual research into curriculum and pedagogy in a way that few academic boards anywhere in the world are able to sustain, afford or scale.

To offer parallel access to the ICSE board, we maintain a dedicated team of teachers and coordinators. Neev is also a NEASC accredited school; this brings everything together; reinforcing the commitment, capacity, capability and conceptual understanding of our teachers, the self-directed learning of our students, and the trust of our parents. This adds strength to our college bound students for the US, UK, and India

Choosing a school for your child is one of the hardest decisions parents have to make, and we try to support that quest as simply and directly as possible. Please spend time reading more and also visit us in person to know more about our philosophy. We believe that a child's education is a partnership between home, school and society. In many ways, few can improve on the age old wisdom that it take an entire village to bring up a child.

KAVITA GUPTA SABHARWAL
HEAD OF SCHOOL

IB CONTINUUM

Imagine a worldwide community of schools, educators, and students with a shared vision and mission to empower young people with the skills, values, and knowledge to create a better and more peaceful world. This is the International Baccalaureate (IB).

IB guide, What is an IB education?

The IB continuum of international education for children aged 3-19 years holds a unique position of respect in the academic world. It challenges students to excel in their studies and in their personal growth. Students are inspired with a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well rounded students with character: students who can respond to challenges with optimism and an open mind; students confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world in complex and unpredictable situations.

The IB offers schools a continuum of four programmes, Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). Institutions that offer at least three are called continuum schools. Only around 40 of 200 IB schools in India are IB continuum schools.

Each of the IB programmes reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships.



PYP 1-5

From Grade 1 to 5, the PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual learning. The programme focuses on the development of the whole child as an inquirer, both in the school and the world beyond. Guided by six transdisciplinary themes of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas.



MYP 6-10

From Grade 6 to 10, the MYP is a challenging interdisciplinary and disciplinary framework with curriculum set in the context of the real world and students constantly make practical connections of knowledge. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students who complete the MYP at Neev, complete the challenging eAssessment at the end of grade 10, are well rounded, disciplined, rigorous and self-reflective learners, prepared to undertake the challenges of higher education anywhere.



DP 11&12

In Grade 11 & 12, the DP Programme aims to develop students who have excellent breadth and depth of knowledge - learners who flourish physically, intellectual, emotionally, and ethically. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP Core, comprising theory of knowledge (TOK), Creativity Activity Service (CAS), and the Extended Essay. By the end of Grade 12, the IB assesses student work as direct evidence of achievement. IBDP students are prized at universities in India and around the world because of their research, writing, and time management skills, their deep and vast knowledge and global outlook.

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ABOUT NEEV ACADEMY

Neev Academy is an ecosystem of learning and growth where we want learners to become Self-directed, Disciplinary Thinkers, Communicators, Collaborators, Culturally Conscious and Community oriented, as they discover passions and strengths through interdisciplinary learning, travel across India, field trips and inspiring speakers, intra and inter school sports, arts, literary and cultural events, service, internships, and diverse academic choices.

Student initiatives in leadership, service, inclusion, reading, writing, arts and sports, drives our school culture and upholds values. We nurture reading as an essential habit for lifelong learning. Our unique parent community of entrepreneurs, change-makers and risk-takers, educated at leading universities in India and abroad and with global work experience value, support and partner in the progressive learning Neev's vision delivers. Impact beyond our walls leads to Neev hosting the largest Children's Literature festival, a book award set up to recognise great children's literature from India, and our upcoming Teacher Training Institute for education reform.

As Bangalore's only city center IB school, our 15 acre verdant campus is located to not only avoid long commutes that can be a tradeoff in a rapidly urbanising India, but to be a vibrant learning culture driven by community interaction, and conveniently hosting inter school events. Our International Baccalaureate Diploma Programme (IBDP) with its second cohort of IBDP graduates' results and college placements have matched and even surpassed older and more established schools. Our online learning platform and safety practises are best practices.



OUR VISION

Reimagining excellence in education in a changing India.



OUR MISSION

Building knowledge, self-awareness and relationships with people and the environment, to lead happy, healthy, impactful lives.



OUR CORE VALUES

Grit, Honor, Grace.

We see our school mission statement which is aligned with IB mission, as the ultimate objective of any teaching and learning activity; and as a reflection of our intent and planning. That is something we are consciously doing by design, where each unit and learning opportunity carefully represents the purpose of learning for the school community (including all stakeholders).

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

GOVERNING BOARD

Our Governing body has members from varied fields of knowledge, skills, and experience (including Finance, Legal, Academics, Administration and Human Resources) and together impact effective governance of the school. They provide strategic leadership, building a strong culture, future oriented thinking, minute analysis, and decisive action in all areas that affect the learning community as a whole, by contributing meaningfully to setting the strategic direction and overseeing implementation.



KAVITA GUPTA SABHARWAL

Alumnus of Harvard Business School, and Bombay University.
Head of School - Neev Academy,
Founder Neev Early Years

Board Role - Academic Committee



MANISH SABHARWAL

Alumnus of Wharton school, Shri Ram College of Commerce and Mayo College. Entrepreneur, Skill development and Finance expert with active roles in National reform, Vice Chairman, TeamLease Services Ltd.

Board role - Finance and Governance Committee



ASHOK REDDY

Alumnus of IIM Bangalore, Shri Ram College of Commerce, and Rishi Valley School. Entrepreneur and HR expert, Managing Director, TeamLease Services Ltd.

Board Role - HR Committee



NILESH GUPTA

Alumnus from Wharton School, University Department of Chemical Technology, Jamnabai Narsee School, Managing Director, Lupin Ltd.

Board Role - Infrastructure Committee



SHOBHA NARAYAN

Alumnus of Mount Holyoke College, Columbia University School of Journalism and Women's Christian College, Chennai.
Indian author, Journalist & Columnist

Board role - Academic Committee



ABHISHEK CHATURVEDI

Alumnus of Symbiosis University.
Director of Kanpur Education Society.

Board role - Infrastructure Committee



ANUP SHAH

Alumnus of HR College, Government Law College.
Founding Partner ASLF Law Offices

Board role - Finance & Governance Committee



PRITI ANAND (EX-OFFICIO MEMBER)

Alumnus of Lady Irwin College, Presentation Convent Delhi
Director Early Years, Neev Schools

Board role - Academic Committee

INTERNATIONAL BACCALAUREATE

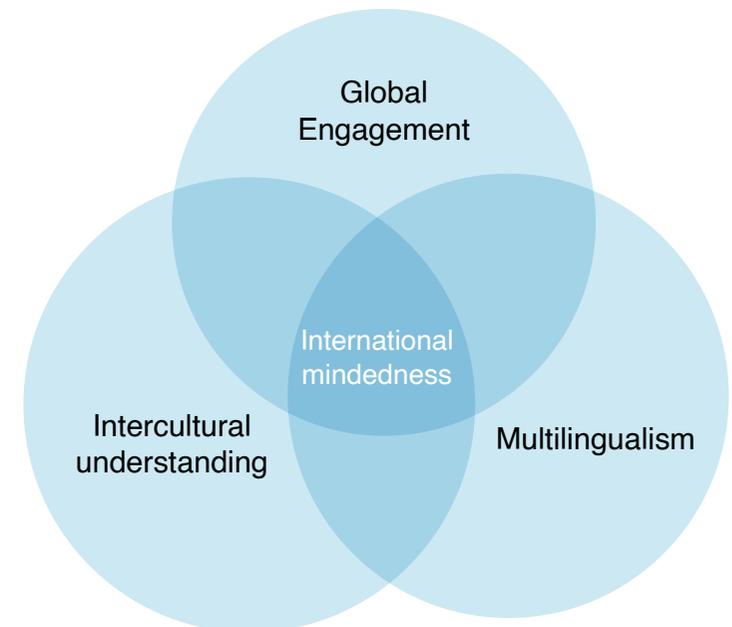
MISSION STATEMENT

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. The IB provides support to schools to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL MINDEDNESS

International mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. The learner profile and approaches to learning provide the dispositions and foundational skills for the development and demonstration of international mindedness. Internationally minded learners are competent communicators, open-minded and knowledgeable, caring, and principled thinkers, use their curiosity and research skills to inquire about the world, think and reflect critically about opportunities and challenges, act for positive change and take risks to self-develop and understand others.

International mindedness and intercultural understanding hold a prominent place at Neev. We believe this helps in an understanding and appreciation of one's own culture, identity, personal history and thereby being open to the perspectives, values, and traditions of other individuals and communities. At Neev, this finds expression not only in the general ethos of the school environment but also in academic studies, field trips, and discussions. School-wide reading programs, literature festivals, language day celebrations, and a carefully curated curriculum help widen our learners' worldview so that they become true connoisseurs of variety and diversity. Embarking on the NEASC journey led us to embed all of this in our definition of desired learning, embodied in 5 pillars of development.



OUR LEARNERS

Being an IB Continuum school, allows our students to access many opportunities to think creatively and critically, establishing a foundation for lifelong learning, and providing them opportunities to gain confidence in themselves, is the bedrock of our school philosophy. Combined with Neev's values for a grounded education, our learners retain the humility, respect and change making education that an elite education must nurture, and learn to respond to challenges as they gain an invaluable international education that promotes and encourages them to pursue their passions and goals.

THE IB LEARNER PROFILE

The IB MYP model of education is firmly grounded in the IB Learner Profile. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

-  **Inquirers** - Curious, independent and collaborative with skills for inquiry and research, and the enthusiasm of sustaining a lifelong love of learning.
-  **Knowledgeable** - Study a range of disciplines, building conceptual understanding through issues and ideas that have local and global significance.
-  **Thinkers** - Reasoned and ethical decisions with critical and creative thinking skills to take responsible action on complex problems.
-  **Communicators** - Confident and creative multilingual and multimodal expression, while listening to perspectives of others.
-  **Principled** - Integrity and honesty, a strong sense of fairness and justice, and respect for the dignity and rights of people everywhere in all actions.
-  **Open-minded** - Experience and appreciate a range of viewpoints, appreciate our own cultures and personal histories and that of others.
-  **Caring** - Empathy, compassion and respect, with a commitment to service, and impacting the lives of others.
-  **Risk-takers** - Facing challenge and change with forethought and determination exploring new ideas with resourcefulness and resilience.
-  **Balanced** - Recognising interdependence with people and the world and the importance of balancing intellectual, physical, and emotional.
-  **Reflective** - Thoughtful about the world, experiences and ideas, recognising strengths and weaknesses to support growth.

NEEV'S DEFINITION OF DESIRED LEARNING

Our shared belief of high-quality learning leads to five pillars of learning impacts to become lifelong learners. Each impact is further broken down into performance areas which our learners demonstrate as they grow at Neev. Curriculum & Pedagogy at Neev is guided by these pillars of learning so that our learners becomes :

Self-Directed Learners, able to learn autonomously throughout their lives in order to achieve their potential, keep pace with change and meet emerging opportunities.

Performance areas: Curiosity, Goal Setting, Reflection, and Growth mindset

Communicators who engage with people, ideas, stories, and emotions positively and capably across multiple environments as part of their engagement with others and contributions to the world around them.

Performance areas: Expressive, Interpretive, Digital citizenship and Intercultural understanding

Collaborators, able to lead and contribute to the design of thoughtful solutions and responses to opportunities in an increasingly interconnected and complex world.

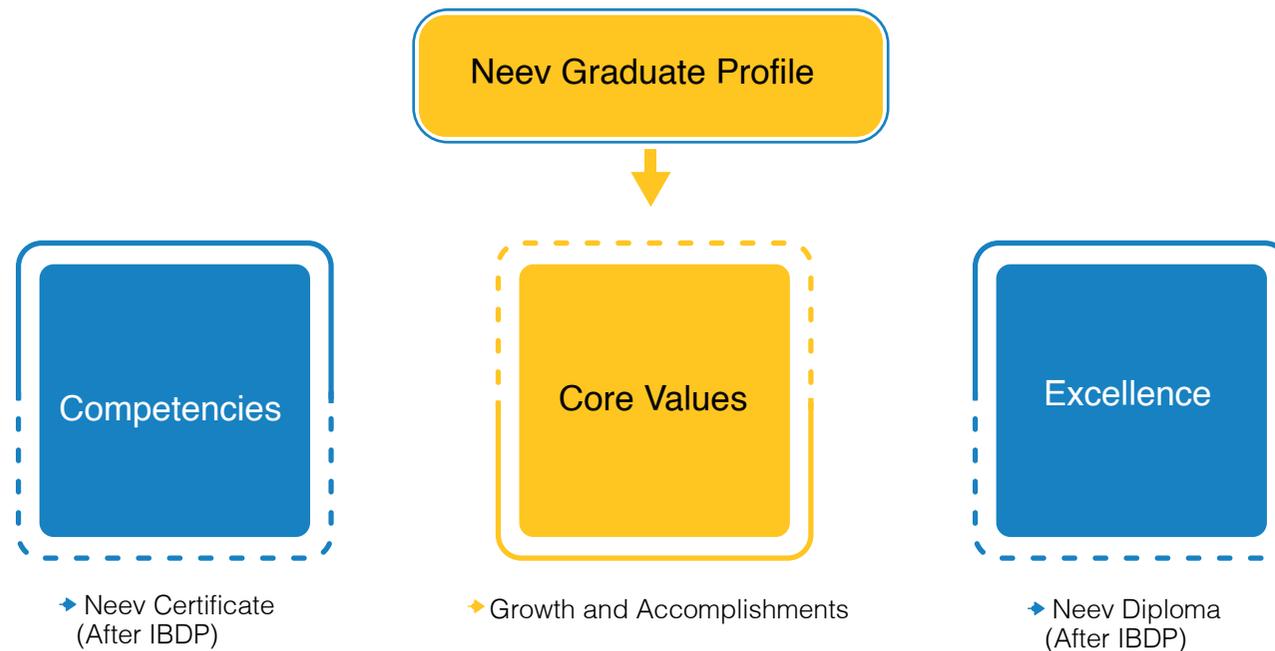
Performance areas: Contribution to team success, Interpersonal skills, Adaptability, and Considered decision making

Disciplinary Thinkers able to use sophisticated tools and strategies to learn, extend and transfer their learning and engage positively in the complex and ambiguous world around them.

Performance areas: Critical thinking, Creative thinking, Systems thinking, and Building learning context

Community Builders who use their developing skills and dispositions to understand, take personal ownership and commit to supporting the positive development of their local and global communities and all elements involved.

Performance areas: Taking action, Social intelligence, Cultural awareness, and Stewardship



The Graduate Profile is a developing journey Grade 1 at Neev until graduation after the IBDP. The MYP student profile and academic performance progressively builds towards this.

NEEV LEARNING AND TEACHING PEDAGOGICAL FRAMEWORK



OUR LEARNING

ALL IB PROGRAMMES SHARE ESSENTIAL ELEMENTS THAT DRIVE LEARNING

STUDENT AGENCY

Learners who demonstrate the power to act with purpose to achieve the conditions they desire in their own and others' lives. Academic mindset comes from a feeling of believing in a subject, class or school, knowing their capabilities to learn and seeing value in their participation.

Leadership strategies that include study skills, meta-cognition and goal setting competencies that help persist in learning that is challenging.



MYP AT NEEV ACADEMY - AN EDUCATION FOR THE TIME WE LIVE IN

The Middle Years Programme (MYP) provides a natural progression from the Primary Years Programme. The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme or Career-related Programme. The MYP is based on the concept of balance. The programme provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future, focus on the development of the whole person—affektive, cognitive, creative and physical.



HEAD OF SENIOR SCHOOL MESSAGE



GOURI KAR

MA GEOGRAPHY, B.ED.

MYP I&S AND DP GEOGRAPHY TEACHER

In his book, 21 Lessons for the 21st century, acclaimed author Yuval Harari predicts that emotional intelligence and the ability to adapt to change will be the key skills to survive and thrive in this century. In this highly digitized world, the significance of a teacher in a child's life is changing. Educators are no longer dealing with information starved learners; an educator's role is to make students be aware of the progressive world they are growing up in, where information, content and the possibilities they represent are complex. Without the right content, students may engage in problem-solving or team-working experiences that fall into triviality with little or no rigour. And without the right skills, learners regurgitate facts, figures and events, which degrade their educational experience to passivity. Twenty-first-century learning is therefore about adopting a framework that synergizes both the right content and the right skill. At Neev Academy, we strike a balance between disciplinary grounding and progressive skills of the 21st century.

Students in MYP are empowered both academically and personally. They engage with real-world problems set in the context of the unit of study across all disciplines. This allows students to transfer their knowledge across various subject domains. Effective assessment is an integral part of teaching and learning at Neev and allows for students to reflect on and develop their thinking. We expose our students to various experiences through our expert visits, learning journeys which covers India in all its reality and glory and club based activities which allows students voice and choice.

Distance learning during the pandemic has opened up a multitude of possibilities and effective methods of educating children. Equipped with our enhanced understanding of instructional approaches, educators in Senior School at Neev engage in deep reflection on curriculum as learners have become bold, resilient, resourceful and creative. Since the outbreak of the pandemic, the entire Neev community has been transformed; and new learning techniques have been added to transform our teaching and learning capabilities.

MYP COORDINATOR MESSAGE



VINEET SINGH
MYP COORDINATOR

“We have to stay hungry as an ecology of learners, with a big craving for new ideas and learning journeys with sound and sustainable practice.”

I understand and appreciate the transdisciplinary inquiry of the IB PYP and I also seek all the inspiration and appetite for disciplinary depth from the IB DP based on its structured and meaningfully planned rigour, which truly prepares students for a challenging and constantly changing future. And to truly sustain these two holistic programs of IB, we need the right balance of curriculum design, assessments, pedagogical practices, pastoral care and understanding of our learners in an internationally minded context through the MYP years of learning. The right balance of nurture and challenge, of care and push, of wondering and deep thinking, reading and experiencing, of focus and perspectives. I believe in promoting practices which can truly become a connector like an umbilical cord between teaching and learning practices of PYP and DP, with the celebration of interdisciplinary and critical thinking in the approach of the IB MYP. I believe in making students informed and capable towards taking ownership of their own learning and also constantly reflecting on how they are changing and evolving to lead an impactful life with blissful experiences at every moment.

We as a learning community believe all our learners are unique and it is very important that we create and sustain the best possible learning processes and systems for these learners' and their success in academic and beyond academic exploration. At Neev MYP, we believe that planning teaching, learning and assessment are an inclusive, continuous cyclic process, which should inform all stakeholders (students, teachers and parents) about the impact and efficiency of the learning processes. This creates space for feedback and reflections for further improvement. In education, data from assessments are meant to enhance student learning, inform curriculum design and teaching practices of teachers and support from parents and the learning community. And for this, these processes of learning need to be transparent and equitable, so that students take ownership of their learning. Currently, at the junction at which we (at Neev) are, there are limitless possibilities that we have to ace, to truly become the excellence in reimagining education in a changing India and we invite you to join us on this amazing journey.

SUBJECTS OFFERED AT NEEV

THE IB MYP AT NEEV COMPRISES OF EIGHT SUBJECT GROUPS

- ▶ Language Acquisition
- ▶ Language and Literature
- ▶ Individuals and Societies
- ▶ Sciences
- ▶ Mathematics
- ▶ Arts
- ▶ Physical and Health Education
- ▶ Design



A BRIEF INTRODUCTION TO HOW THESE SUBJECTS ARE TAUGHT IN THE MYP

KEY CONCEPTS IN THE MYP

Powerful ideas relevant with in and across subjects and disciplines, provide connections for learning and interdisciplinary breadth



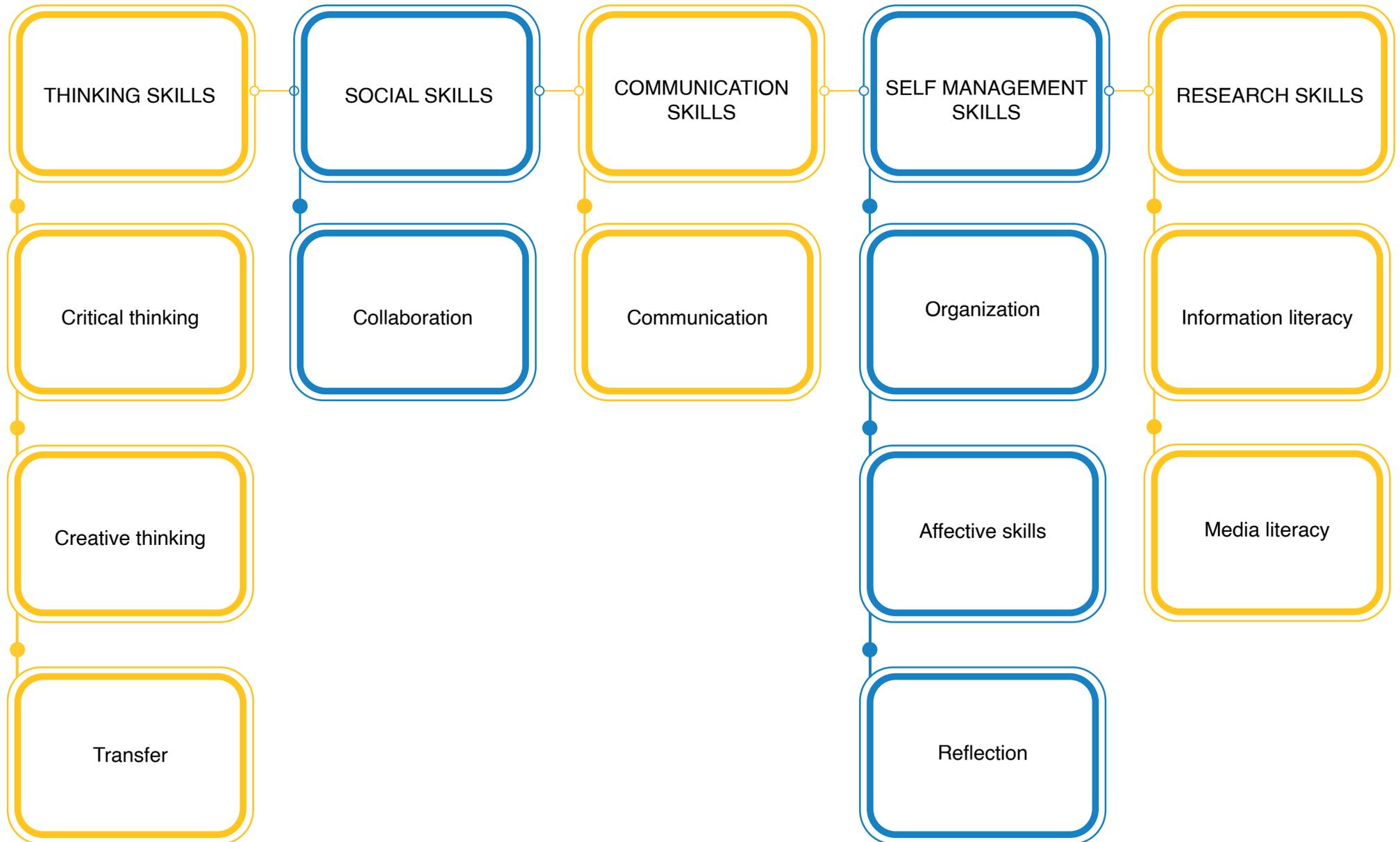
Related concepts: Arise from disciplines, and provide depth to key concepts, providing content focus.

CONTEXTUAL TEACHING AND LEARNING

“Why are we learning this?” is answered by learning that is always in authentic contexts in MYP units

GLOBAL CONTEXT	KEY QUESTIONS	TOPICS COVERED UNDER
Identities and relationships	Who am I? Who are we?	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 space and time	Where we have come from?	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	What is the nature and purpose of creative expression?	How 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	How do we understand the worlds in which we live?	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	How is everything connected?	Interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity?	Rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

SKILL BASED TEACHING BASED ON APPROACHES TO LEARNING



SUBJECT PATHWAYS IN FIVE YEARS OF MYP

MYP	MYP (YEAR 1 TO 3) GRADES 6 TO 8	MYP (YEAR 1 TO 3) GRADES 6 TO 8
Language and Literature	English	English
Language Acquisition	Hindi, Spanish and French (Phase 1 to 6)	
Humanities	Integrated Humanities	
Sciences	Integrated Sciences	Physics, Chemistry and Biology (students choose two or all the three)
Mathematics	Mathematics	Mathematics Extended Mathematics
Art	In each academic year Drama, Music and Visual Arts in trimester model	Drama, Music and Visual Arts Students choose one to specialise
Design	Offered as digital design	Not offered currently
PHE	PHE	Sports as non MYP subject
Interdisciplinary Unit	One Interdisciplinary unit per year	Minimum Two Interdisciplinary unit per year (Based on past MYP eAssessment Pre-release material)

GROUP 1 - LANGUAGE AND LITERATURE (L&L)

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities. MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

AIMS

The aims of MYP language and literature are to encourage and enable students to

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

ASSESSMENT CRITERIA

Each language and literature objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: ANALYSING

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

CRITERION B: ORGANIZING

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

CRITERION C: PRODUCING TEXT

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

CRITERION D: USING LANGUAGE

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention

IDEAS

Ideas and issues explored in MYP language and literature include

- Identity, heritage, culture, diversity
- Communities, globalization, migration, displacement
- Social history, civilizations, journeys
- Media and mass communication
- Childhood, adolescence, youth, rebellion, innocence and experience, human sexuality
- Families, friendships, relationships
- Systems, power and protest, justice, peace and conflict, freedom and independence
- Health and well-being, environment, lifestyle
- Social roles, norms and expectations, gender, inclusion, minorities, class
- Utopias, dystopias, survival
- Religion, faith, values, ritual, spirituality, taboos
- Allegiance, betrayal, revenge, atonement, forgiveness

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in the IB global contexts.

- Key concepts such as communication, connections, creativity and perspective broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include genre, purpose, context and style.

The course will be inquiry-driven and the teaching strategies and learning experiences (both disciplinary and interdisciplinary) will build upon the units students may have experienced in their primary education. Students continuing on to the DP will have a grounding in at least one language that will enable them to undertake the DP course options, particularly those in studies in language and literature, but also in the core and other academic areas. They will also have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages in the MYP, they may be eligible for a bilingual diploma in the DP.



GROUP 2 - LANGUAGE ACQUISITION (LA)

Languages offered in MYP at Neev: Hindi, Spanish and French

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and it is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- Are central to developing critical thinking and international-mindedness
- Provide an intellectual framework to support personal development, cultural identity and conceptual understanding
- Greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- Equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

AIMS

The aims of MYP language acquisition are to encourage and enable students to

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- Develop multiliteracy skills through the use of a range of learning tools
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- Understand the nature of language and the process of language learning
- Gain insight into the cultural characteristics of the communities where the language is spoken
- Gain an awareness and understanding of the perspectives of people from their own and other cultures
- Develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

ASSESSMENT CRITERIA

Each language acquisition objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: LISTENING

Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

CRITERION B: READING

Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes.

CRITERION C: SPEAKING

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness.

CRITERION D: WRITING

Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways.

The MYP language acquisition on-screen examination comprises receptive and productive summative assessment tasks. The internally assessed IB moderated speaking examination is an interactive summative assessment task. In MYP language acquisition courses, on-screen examinations consist of three tasks and may include any topics from the language acquisition list. These topics define the examinable subject matter for MYP on-screen examinations.

IDENTITY AND CULTURE

- Self, family, friends
- Free time and leisure
- Food and drink and health
- Festivals and celebrations

EDUCATION AND THE WORLD OF WORK

- School life
- Future plans
- Jobs

THE WORLD WE LIVE IN

- The weather
- The environment
- Global issues

LOCAL AREA, TRAVEL AND TOURISM

- House and home
- Local area
- Holidays
- Culture and communities

THE WORLD WE LIVE IN

- Mobile technology
- Social media

The MYP promotes inquiry in language acquisition by developing conceptual understanding within global contexts.

- Key concepts such as communication, connections, creativity and culture broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include word choice, conventions and idiom

MYP language acquisition is a compulsory component in every year of the MYP, except for bilingual students who pursue courses of study in multiple languages in the MYP language and literature subject group. Depending on the performance, students will exit the MYP from any phase. In general, if a student starts in Phase 1 in the MYP, we expect the student to attain at least phase 4 at the end of five years of the MYP.

GROUP 3 - INDIVIDUALS AND SOCIETIES (I&S)

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

AIMS

The aims of MYP individuals and societies are to encourage and enable students to

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

ASSESSMENT CRITERIA

Each individuals and societies objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: ANALYSING

Students develop factual and conceptual knowledge about individuals and societies.

CRITERION B: INVESTIGATING

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

CRITERION C: COMMUNICATING

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

CRITERION D: THINKING CRITICALLY

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Topics explored in MYP individuals and societies on-screen examinations include

- Demographics and human movements
- Settlement and urban morphology
- Superpowers, empires, and supra-national alliances and organizations
- Significant individuals
- Warfare and peacekeeping
- Rights and social protest
- Trade, aid and exchange
- Economic agents and their interests and role in the economy: consumers, producers, governments, banks
- Measurements and trends
- Ecological relationships
- Industrialization and technological developments

The MYP promotes inquiry in these subjects by developing conceptual understanding within global contexts.

- Key concepts such as change, global interactions, time, place and space, and systems broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individuals and societies include causality, globalization, culture and sustainability.

The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

GROUP 4-SCIENCES (INTEGRATED AND MODULAR-BIOLOGY, CHEMISTRY, PHYSICS)

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students 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.

AIMS

The MYP sciences group aims to encourage and enable students to

- Understand and appreciate science and its implications
- Consider science as a human endeavour with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Develop sensitivity towards the living and non-living environments

ASSESSMENT CRITERIA

Each sciences objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: KNOWING AND UNDERSTANDING

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

CRITERION B: INQUIRING AND DESIGNING

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

CRITERION C: PROCESSING AND EVALUATING

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

CRITERION D: REFLECTING ON THE IMPACTS OF SCIENCE

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science

Topics explored in MYP sciences on-screen examinations include

- Atomic structure and bonding
- Cells
- Cycles
- Electromagnetism
- Evolution
- Interactions between organisms
- Forces
- States and properties of matter
- Metabolism
- Organisms
- Waves

The MYP promotes inquiry in sciences by developing conceptual understanding within global contexts

- Key concepts such as change, relationships and systems broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include energy, movement, transformation and models



Although schools may vary the structure of the curriculum throughout the five years of the programme, they generally develop discrete, modular or integrated science courses. Discrete sciences courses typically encompass biology, chemistry and physics, but may include other science disciplines, such as environmental sciences, life sciences or physical sciences. Modular sciences courses include two or more discrete sciences taught in rotation. At Neev MYP, students in grade 6 to 8, experience integrated sciences which creates the foundation for modular sciences into Biology, Chemistry and Physics. Students at the end of grade 8 choose a minimum of 2 to all 3 science which also aligns with their DP studies. MYP sciences on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in sciences

GROUP 5 - MATHEMATICS

For MYP mathematics, we offer courses at two levels of challenge: standard and extended

- Standard mathematics aims to provide a sound knowledge of basic mathematical principles.
- Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

The framework for MYP mathematics outlines four branches of mathematical study.

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations

AIMS

The aims of MYP mathematics are to encourage and enable students to

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the contribution of mathematics to other areas of knowledge
- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their own work and the work of others.

ASSESSMENT CRITERIA

Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: KNOWING AND UNDERSTANDING

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

CRITERION B: INVESTIGATING PATTERNS

Students work through investigations to become risk-takers, inquirers and critical thinkers.

CRITERION C: COMMUNICATING

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

CRITERION D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results

For MYP mathematics, schools can develop courses at two levels of challenge: standard and extended. Standard mathematics aims to provide a sound knowledge of basic mathematical principles.

Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

The MYP promotes sustained inquiry in mathematics by developing conceptual understanding within global contexts.

- Key concepts such as form, logic and relationships broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include equivalence, measurement, quantity and justification.

The IB continuum pathways from PYP to DP courses in mathematics.

DP courses mathematics: analysis and approaches (SL), mathematics: applications and interpretations (SL), mathematics: analysis and approaches (HL), and mathematics: applications and interpretations (HL). The knowledge, skills and attitudes that students develop in mathematics courses provide a meaningful foundation for further study and help to prepare students for careers in, for example, climate research, actuary and insurance work, public-policy development, engineering, financial analysis and economic development, research and analysis, software development, biostatistics and epidemiology, law or medicine.

MYP eAssessment On-screen mathematics are available in mathematics and extended mathematics. MYP mathematics on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in mathematics. General strategies MYP teachers use in developing a smooth transition between MYP and DP mathematics courses include

- Facilitating mathematics vertical planning sessions between the MYP and the DP
- Developing an understanding and consistent use of a common set of key terms, notation and formulae that are applicable to all programmes
- Preparing students to develop effective strategies for external examinations as well as inquiry-based learning across all mathematics courses
- Providing students with the opportunity to explore problems that incorporate several areas of mathematics
- Act as responsible citizens of local and global communities
- Providing students with the opportunity to solve problems using mathematical concepts in unfamiliar situations.

GROUP 6 - ARTS

Neev offers three arts- Visual Arts, Music and Theatre In MYP arts, students function as artists as well as learners of the arts.

Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning. Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and 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. MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

AIMS

The aims of MYP arts are to encourage and enable students to

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-) discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

ASSESSMENT CRITERIA

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: KNOWING AND UNDERSTANDING

Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.

CRITERION B: DEVELOPING SKILLS

Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by presenting it to audiences.

CRITERION C: THINKING CREATIVELY

Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.

CRITERION D: RESPONDING

Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change

The MYP promotes sustained inquiry in arts by developing conceptual understanding within global contexts.

- Key concepts such as aesthetics, change, communication and identity broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include interpretation, narrative, boundaries and innovation

Students seeking IB-validated grades must demonstrate their achievement of the subject group's objectives by submitting an ePortfolio that includes

- An investigation into the work of master artists, theorists and practitioners
- The application of creative-thinking behaviours to generate artistic intentions
- Acquiring, developing and applying skills and techniques while exploring artistic ideas
- Applying the outcomes of their investigation in the development of their own work
- Critical appreciation of the work of others
- Critical evaluation of their own work and its impact on the wider world

MYP arts ePortfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in the arts.

GROUP 7 - DESIGN

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

AIMS

The aims of MYP design are to encourage and enable students to

- Enjoy the design process, and 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
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Act with integrity and honesty, and take responsibility for their own actions developing effective working practices

ASSESSMENT CRITERIA

Each design objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: INQUIRING AND ANALYSING

Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.

- Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

CRITERION B: DEVELOPING IDEAS

- Students write a detailed specification, which drives the development of a solution. They present the solution.

CRITERION C: CREATING THE SOLUTION

- Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

CRITERION D: EVALUATING

- Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

The MYP promotes inquiry in design by developing conceptual understanding within global contexts.

- Key concepts such as communication, communities, development and systems broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include adaptation, ergonomics, sustainability and innovation.



GROUP 8 - PHYSICAL AND HEALTH EDUCATION

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. Through physical and health education, students 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 and intercultural understanding.

AIMS

The aims of MYP physical and health education are to encourage and enable students to

- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences

ASSESSMENT CRITERIA

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

CRITERION A: KNOWING AND UNDERSTANDING

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

CRITERION B: PLANNING FOR PERFORMANCE

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

CRITERION C: APPLYING AND PERFORMING

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

CRITERION D: REFLECTING AND IMPROVING PERFORMANCE

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

The MYP promotes sustained inquiry in physical and health education by developing conceptual understanding within global contexts.

- Key concepts such as change, communication and relationships broadly frame the MYP curriculum.
- Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and education include energy, balance and refinement.



INTERDISCIPLINARY TEACHING AND LEARNING

While each discipline (subject area) presents different perspectives and ways of knowing (WOK), interdisciplinarity is the integration of content, concepts and skills between disciplines (subject areas), feeding an innovative mindset to meet the intellectual and social demands of the present time. MYP students make connections across MYP subjects for problem solving, product creation, critical analysis and argumentation, developing new conceptual understandings. The culminating assessment 'MYP eAssessment' is also based on disciplinary and interdisciplinary examination and coursework. Student led inquiry and action

STUDENT LED INQUIRY AND ACTION

THE PERSONAL PROJECT (PP)

Students in the culminating year of MYP develop a Personal Project through a cycle of inquiry, action and reflectio, practising and strengthening their skills, consolidating subject-specific learning. This is structured as a product / outcome, recorded through a year long process journal, and reviewed through a report, all of it evaluated with stringent criteria, awarding an exam grade.

SERVICE AS ACTION (SAA)

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community so that learners become more self-aware, undertake challenges, develop new skills, persevere and work collaboratively, developing international-mindedness and consider the ethical implications of their actions, through their participation in self initiated and school led service.

SERVICE AS ACTION IN IB PROGRAMMES

The service as action continuum could be summarized by the following diagram



ASSESSMENT AND GRADE REVIEW

The strength of the MYP model is that students are assessed for what they can do, against specific age appropriate criteria, rather than being merely ranked against each other. Teachers document the growing knowledge and skills in a progressive approach for the development of learners in the MYP through continuous formative and summative tasks. Assessments provide information and feedback to learners and teachers against pre-specified criteria for each subject group. Assessing students against criteria is important because the students know what needs to be done to reach a higher quality of work besides a higher grade. Teachers can also clarify and express their expectations through criterion referenced assessments in a way that students can understand.

TEACHERS STRUCTURE VARIED AND VALID CONCEPTUAL ASSESSMENT TASKS THAT INCLUDE

- Open-ended, problem-solving that calls for critical and creative thinking skills
- Authentic Investigations and research based essay that employ skills to find solutions
- Debates and socratic discussions
- Hands-on experimentation
- Analyses and reflections
- Oral/visual presentations, written work, practical work for a variety of purposes and audiences
- Objective, knowledge or content based responses like MCQ's and quizzes
- Grade 8 (MYP3) & 9 (MYP4), include a combination of the above as timed assessments & term examinations
- Grade 10 (MYP5), has continuous assessments through the year as part of the eAssessment preparation, a practice
- Examination based on MYP eAssessment blueprint, which helps students to prepare and meet the requirements of MYP
- eAssessment (the board examination conducted by the IB at the end of the MYP)

Summative assessments are often culminating tasks that comes at the end of any period of study and their purpose is to provide information on achievement. These are also referred to as assessment of learning. The summative assessment comprises either one task or a series of tasks and is usually reported as a grade.

Formative assessments, are done on a continuous basis to establish the progress of learning during a unit of study, establishing either growing skill or knowledge. These aid learning and inform further teaching, and hence are referred to as Assessment for learning, or Assessment as learning. There are usually two formative assessments for each unit of study.

Feedback is a crucial part of formative assessments but also important in summative tasks and can be oral or written for formative assessments, and always written (with the final grade) for summative assessments.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. At the end of each unit, students receive an MYP grade or 'level'. This level is based on criteria mandated by the IB. Student achievement is measured individually and personally, rather than competitively and comparatively.

MYP eASSESSMENT

The MYP eAssessment provides external evaluation for students in MYP 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate. A reliable, globally consistent and highly innovative assessment model, the MYP eAssessment balances examinations and ongoing coursework, assessing conceptual understanding and the skills to apply knowledge in complex, unfamiliar situations. It offers robust and reliable assessment of student achievement in the MYP. MYP eAssessment is regulated by England's Office of Qualifications and Examinations Regulation (Ofqual) assuring schools, parents and students that the MYP eAssessment meets strict quality standards. The eAssessment results provide valuable feedback about contemporary skills and conceptual understand that can't be garnered from traditional tests.

MYP eASSESSMENT INCLUDES

- One personal project which is a long-term, independent inquiry
- Five on-screen examinations in mathematics, sciences, language and literature, language acquisition and individuals and societies
- ePortfolios coursework in arts/design/PHE
- First-in-class on-screen examination focused on interdisciplinary learning

Two-hour onscreen examinations in five subject groups (language and literature, Language Acquisition, Sciences, Mathematics, Individuals and Societies) and in interdisciplinary learning are individually marked by experienced IB examiners. On-screen examinations are formal external assessments. Portfolios of student work for Arts are moderated by IB examiners to international standards. For other subject groups, students complete an ePortfolio, comprising coursework that provides a range of time-constrained evidence. The IB carefully defines and monitors the development and marking of ePortfolios. These MYP eAssessments offer students the opportunity 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 balanced model of assessment for schools seeking IB-validated grades.

REPORTS AT NEEV MYP

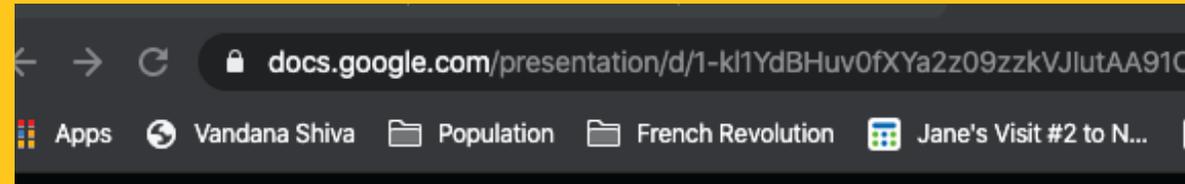
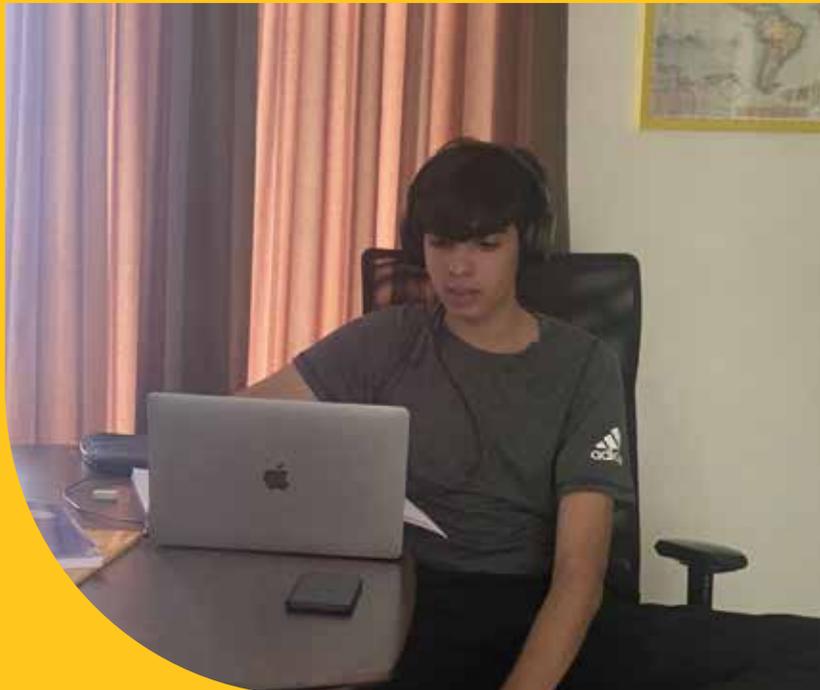
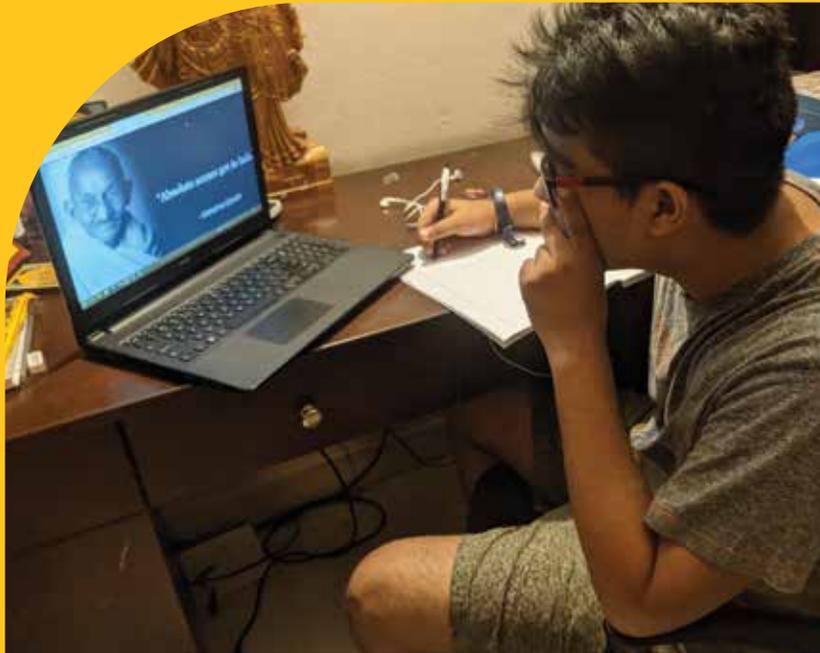
There are four reports published in an academic year.

MID TERM REPORTS (TERM 1 & 2)

The two mid-term reports published in September and February report an evaluation of six identified skills. The Mid-Term report is focussed on core skills identified by the school which support learning. They are followed by PTMs, which involve sharing observations and also planning for better learning outcomes and support for the MYP learner in the future.

TERM END REPORTS (TERM 1 & ACADEMIC YEAR END)

Include the criteria based level and descriptor for each subject. An overall level of achievement for the subject from levels 1 to 7. For grade 10, the second term end report is based on the MYP eAssessment practice examination.



Analyse

Refer to the data on the link: [UAE Pop Stats- 2020](#)

- Individually go through the website- 5 minutes- mics muted :)
- Explain why UAE's population pyramid has such a shape with evidence from the website- raise virtual hands to answer

/edit#slide=id.p1

Janice's Agenda_Vi... Darryl's Visit 3

this!

If UAE were 100 people



AWARDING GRADES

In MYP subjects groups, objectives align with four equally weighted assessment criteria. Grades are awarded to the student's response/submission/body of work based on the MYP criteria for assessment for each subject.

	CRITERION A	CRITERION B	CRITERION C	CRITERION D
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Organization	Information literacy
Language and literature	Analysing	Organising	Producing text	Using Language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
Physical Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating

Grades in all subjects and across criteria are determined, based on student work or examination performance based on the above criteria, and the best fit for most consistent and latest achievement. Here are the final grade descriptors

	FINAL GRADE
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.

REQUIREMENTS FOR THE IB MYP CERTIFICATE

At Neev MYP year all students are expected to take the full MYP eAssessments and receive the IB MYP certificate to successfully complete the MYP. IB MYP certificate will award an MYP certificate to each student who satisfies the following stipulations.

The student must have

- Gained a grade total of at least 28 points out of a possible maximum of 56 (L&L, LA, I&S, Sciences, Mathematics, Interdisciplinary Personal Project and Arts)
- Gained at least a grade 3 in each subject group
- Gained at least a grade 3 for the Personal Project
- Gained at least a grade 3 for the Interdisciplinary
- Completed the Neev requirement for Service as Action (SAA)

MYP course results and the IB MYP certificate report student ability and achievement, which helps to demonstrate their preparation for further study, including participation in advanced academic and career-related programmes.

WHAT NEXT AFTER MYP 5?

At Neev, we provide sound transition programmes between our programmes – PYP / MYP / DP, and therefore, our students are well prepared for the next step of their development.

The MYP prepares students for the DP by reflecting the depth, breath and balance that is characteristic of all IB programmes. At Neev we have ensured that the content of the curriculum, aligned under each subject group's final objectives, provides for continuity and progression from MYP5 into the two-year DP. As they move through educational systems and schools structures, students benefit from the consistent educational aims, clear pathways for progression through academic disciplines, and shared approaches to teaching.

Students intending to continue their IB education in the DP after the MYP are counselled by the school on their subject choices in order to ensure appropriate preparation and choices. In Grade 10 (MYP5), students go through several sessions and personal consultations, with academic coordinators, to make subject choices in DP. The Secondary School leadership provides guidance on the subject choices that match with their aptitude, interest and desire. Students end-of-year exams, the eAssessment prepares them for the exam and continuous assessment conditions that they will experience in DP. An aptitude test conducted in the last quarter of MYP5, helps guide choices as well. And finally students have the opportunity to experience DP subjects before making a final choice in Grade 11 (DP1).

A few students choose to enter other boards for Grade 11&12, including Indian boards, and we make their transition as smooth as possible. Few Grade 10 programmes in the world are as rigorous as the MYP, and therefore all MYP students do well in other curricula as well.

MYP RESULTS

MYP CLASS OF 2021, E ASSESSMENT RESULTS



● Success rate



● Students that scored 50 points or more



● Performance Average



● Average subject score



● Highest score

STUDENT ADVANCEMENT CELL

The Student Advancement Cell (SAC) at Neev Academy values GRIT = Passion + Perseverance, enabling individual student growth. To ensure every student is growing and advancing in the best possible way, SAC provides each student with unique opportunities to explore and demonstrate their interests and passions, while recognizing their strengths and approaching their challenges with a growth mindset. Each student at Neev is monitored under 1 umbrella of SAC from Grade 1 to Grade 12.

The work of this team begins with reflective learning, and advances to guided growth and self directed choices over the years. We support all transition points for students between programmes, changes within programmes, learning differences, enrichment workshops, internships and service programmes and finally college placements.

Our service guides our students to leave school - college, career and citizen ready. All students achieve their potential when offered the right combination of opportunities, support and services to help them develop in a positive way. Whether through mentoring on academic or personal matters, self reflection and skill building workshops, university application guidance or implementing policies and procedures, our goal is to help students achieve their academic and extracurricular goals.

SAC BRINGS TOGETHER

- **Learning Enrichment & Support** team to cater to every student's academic strengths and challenges and executive functioning skill building
- **Social Emotional Wellbeing and counselling** conducted by the school psychologist to support every student's social and emotional growth
- **Academic Mentoring Support** to track individual student's academic and emotional growth. This is completely driven by the academic faculty the SAC supports them and the students through the year
- **Student life opportunities** to help students pursue individual interests and passions and to make their individual contributions to society. These opportunities could be academic or non academic
- **College Guidance & counselling** to advice and guide each student through high school helping them reach their desired career and college goals

All vertical's of the department support and reflect the school's core belief and the IB's mission of encouraging every student, irrespective of capability, ability, country of origin, economic status, sex or religion, to become active, compassionate, life-long learners.

Social and Emotional Well being	Grade 1-12
Learning Enrichment & Support	Grade 1-12
Student Life Opportunities	Grade 1-12
College Guidance & Counselling	Grade 9 -12
Academic Mentoring Programme	Grade 10 & 12

In addition Neev Academy is a college board test center for SAT exams (CEEb Code - 671201) and the SAC oversees these examinations and all other standardised tests in the school.

LEARNING SUPPORT ADMISSION CRITERIA

The environment at Neev Academy is inclusive of physical and curriculum support. There is no discrimination against any conditions. However, the LS services at Neev are limited. The degree and severity of the support will determine if the environment is best suited for the student. Students with mild to moderate learning differences would be considered for admission. To support the interventions and modifications being extended within the school, the students may be required to avail specialized therapies from external sources. Neev may not be the appropriate environment for students with moderate to severe learning or behavioural needs.

STUDENT LIFE ENRICHMENT OPPORTUNITIES AT NEEV

- Interest and Choice Learning : A variety of learning camps and clubs during and beyond school hours is offered to the students to build strong teams and develop a culture of sports, music, drama, writing and debate
School Camps & Clubs
Career exploration & Internships
- Student Government : The student government at Neev, has a range of representation through all grade levels ensuring that students actively experience the working of a democracy. Leaders range from the President at the top to the House captains, vice captains, Class & CAS representatives giving a fairly good representation of all the sections of the student body. There is also a student-led newspaper - Neev Times.
- Career exploration & Internships
- Academic competitions (Olympiads, Subject specific prizes, Writing tournaments, etc.)
- Inter & Intra School competitions and events (MUN, Sports, Hackathons, etc.)
- Ideas@Neev (Speaker series of eminent scholars, entrepreneurs, and thought leaders from different spheres)
- Service opportunities (Global issues network, Service internships, etc.)

HIGH SCHOOL STUDENT GOVERNMENT WORKSHOP





ACADEMIC HONESTY

Academic Honesty is an integral part of learning at Neev. To this end, students are introduced to practices that lead automatically to a culture of honesty. This includes providing students with the means and support to conduct research, the evaluation of sources, how to reference a source, how to avoid collusion and other forms of malpractice. The school takes a very strong stance against academic dishonesty. Students are cautioned that academic dishonesty might lead to the loss of the IB MYP Certificate.



