

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

Middle School Handbook 2017/18

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Welcome

Dear Middle School Students, Colleagues, and Parents,

It is a privilege to welcome you to the learning organisation that is SISD. Learning is at the heart of all we do: as a school we strive to improve every day in the pursuit of excellence.

The Middle Years are a key time for young people. It is here that the foundations for the future are consolidated and where identity evolves. At SISD, we seek not just to accompany students on this path, but also to help them savour it. Without enjoyment, learning remains flat and lacks inspiration, the source of creativity.

This handbook is a reference tool to allow students, parents and teachers to work together in support of student learning and development. It is not an exhaustive document, so please do not hesitate to get in touch should you have questions to which you do not find the answer in these pages.

An open dialogue is important – to that end, any student may come and see the Head of Middle School without appointment every school day before registration. We very much look forward to working and learning together.

Please read this handbook carefully and sign the declaration at <https://goo.gl/8a49Di>

Thank you.

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Vision, Mission and Philosophy

Vision

The Swiss International Scientific School in Dubai (SISD) is a leading international school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world.

Mission

SISD provides an inspiring, inclusive and challenging learning environment while celebrating academic excellence. We encourage and support all our students to become successful, global minded, enthusiastic lifelong learners who will confidently take advantage of future opportunities and help make a difference. Together with our teaching staff and parents, we support our students to develop fully their potential in a motivating, multilingual and international learning environment.

Philosophy

Bilingual

- With English as the foundation, our students will also speak, read and write in French, German or Arabic.
- As global citizens, we celebrate diversity, treating all languages and cultures with equal respect.

Excellence

- We believe in having high standards and aspiring to be the best that we can be.
- We foster the spirit of enquiry, encouraging both creative and critical thinking.

Sustainability

- We believe that social, cultural, economic and environmental awareness prepare us to play our part in shaping a better future for ourselves and those around us.
- Our school campus is eco-friendly, using less energy to deliver a more comfortable, healthier environment.

Together

- In our international community, we know that when we all work together we are at our best.
- We view active participation in the community, from the most local to the most global, as the foundation of a valuable life.

IB Learner Profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The School Day

Start	End	Session	Length	Notes
8:00	8:15	Registration	0:15	Students must register their attendance in homerooms by 8:10 at the very latest. If they are late, they must register in reception.
8:20	9:00	1	0:40	Lesson 1
9:05	9:45	2	0:40	Lesson 2
9:45	10:05	Break	0:20	Recreation
10:05	10:45	3	0:40	Lesson 3
10:50	11:30	4	0:40	Lesson 4
11:35	12:15	5	0:40	Lesson 5
12:15	13:05	Lunch	0:50	Lunch followed by recreation
13:05	13:20	Reading	0:15	Students return to homerooms for reading: books or non-backlit electronic readers exclusively.
13:25	14:05	6	0:40	Lesson 6
14:10	14:50	7	0:40	Lesson 7
14:55	15:35	8	0:40	Lesson 8
15:35	16:00	Transition	0:25	Bus at 16:00
16:00	17:00	ASA	0:60	Internal or External After School Activities
17:00	17:30	Transition	0:30	Bus at 17:30

Notes

1. The Middle School operates a **10 day schedule**, which means that for timetable purposes, weeks A & B are the same as for the Primary School and marked accordingly on the calendar.
2. **Reading:** students are expected to begin the school year in possession of a book of their choice for this scheduled session. Students retain responsibility for the choice of the books that follow but are encouraged to seek advice from teachers or the library if necessary.
3. **Diary/Agenda:** students are issued with an official SISD Diary. They need to keep this diary with them at all times and parents are encouraged to review it on a weekly basis.

Uniform

Students wear shorts/knee-length skirt/long trousers, shirt/blouse or red/white polo shirt, white socks for girls, charcoal socks for boys, black or white trainers. Girls are also allowed to wear black ballerinas without socks. The Middle School students may use their own school/sports bags.

When playing outside, students must wear caps.

School uniform is to be worn when representing SISD off campus - for example, when attending sports fixtures or participating in field trips.

Creating a positive learning environment

SISD nurtures and supports the right behaviour for quality learning. Excellent behaviour is recognized as follows:

An **Excellence Note** is awarded by teachers for an individual instance of excellence which is not recognized through a formal grade. The number of notes counts towards the annual Excellence Trophy.

An **Academic Merit** is issued by the MYP Coordinator as a result of outstanding effort which goes well above and beyond that which would merit an *Excellence Note*. Examples of such effort might include achieving high marks across criteria in a range of subjects, for excellent contributions to interdisciplinary units or service learning or other academic projects beyond regular classroom practice. These are communicated to the school community on a regular basis and equate to three Excellence Notes in the Trophy.

A **Commendation** is presented by the Head of Middle School for exceptional academic commitment over a range of subjects and an extended period of time. These are recognized at the end of each semester.

Middle School Behaviour Policy

This policy covers behaviour during the school timings as well as during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

If behaviour is such that learning is disrupted, the following support measures can be applied:

1. At least one clear, **verbal warning** is issued to students.
2. A **departmental exercise** is given for repeated minor disruptions to the learning process. It is a piece of work to be completed overnight and to be handed in the next day to the relevant teacher. It should take approximately 30 minutes.
3. A **lunchtime detention** is awarded:
 - a. when a student fails to submit a departmental exercise; or
 - b. when a student continues to disrupt an activity after having been awarded a departmental exercise.
 - c. when a student fails to submit homework that does NOT contribute to a summative assessment.

Lunchtime detentions take place on Mondays and Wednesdays from 12:30 until 13:00 and are authorized by the Deputy Head of Secondary (Pastoral).

4. A **Thursday detention** is awarded
 - a. when a student fails to arrive on time to a lunchtime detention
 - b. if a student is awarded more than one lunchtime detention between sessions
 - c. when a student is formally **excluded** (see below)
 - d. when the Deputy Head of Secondary (Pastoral) identifies that there has been a more severe disruption than that which would normally merit a lunchtime detention.

Thursday detentions take place each Thursday from 16:00 to 17:00 and are authorized by the Head of Middle School. Parents are informed at least 24 hours in advance. A Thursday detention replaces any scheduled After-School Activity (either internal or external) and the school bears no liability for lost fees in this regard. Moreover, parents are responsible for organising pick-up from school and communicating this to the Middle School administration team. A failure to attend a Thursday detention results in **immediate suspension**.

Support Measures for Specific Scenarios

Exclusion

A formal **exclusion** from a lesson can be implemented when a student is responsible for a major disruption to the learning process. The student reports to the exclusion classroom where he or she writes a report and/or an apology letter. The issuing teacher also writes a report. The parents of the student concerned are informed via email. The student is required to meet with the Head of Middle School and must submit a letter of apology addressed to the teacher in advance of the next lesson.

Academic Notice

Late submission of assessed work - whether formative or summative in nature – disrupts learning by undermining the ability of teachers to meet the needs of all learners and to report student progress and attainment.

In this sense there are two main types of formative and summative assessment: in class and home assignments. In the case of assessments conducted in class, it is expected that students take all necessary steps to avoid absence on these occasions. Where these are missed, a mark of zero will be awarded in the first instance. Where a pattern of absences are recorded, the student and parents will be called to meet with the MYP Coordinator.

In the case of home assignments, students are given advanced notice both in the calendar of assessments in their homeroom and on ManageBac. Students are given regular reminders and are expected to work towards these tasks. Partial submission of tasks is preferable to no submission.

Where students fail to submit assignment work by the deadline, the teacher will inform the MYP Coordinator immediately. The MYP Coordinator will withdraw the student from their class for a 40 minute period and the student will either finish the task or attempt it in the time allotted. Their work at the end of this period will be formally assessed. Where the period clashes with an assessment, the next period will be used for this purpose. Parents will be informed of all such incidences of **academic notices**.

Support Measures for Specific Scenarios (continued)

Probation

If there is evidence of a sustained behavioural problem, a **probationary period** will be implemented in which a student's behaviour is monitored by his or her class teacher. If necessary, this probation will escalate either to the Deputy Head of Secondary (in pastoral cases) or to the MYP Coordinator (for purely academic matters), and thereafter to the Head of Middle School.

A word on social media

With specific regard to the use of and participation in social media outlets and/or forums:

- Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel);
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community;

Instances of proven and intentional breach of the above will result in sanctions that may include suspension from the school.

Major Disciplinary Measures

Serious or sustained breaches of the spirit of the school's philosophy will result in a written reprimand, **suspension (internal or external)**, the school asking parents to **withdraw their child from the school**, or a **refusal to re-enroll** the student for the next academic year.

It is expected that students, parents and teachers work together to sustain our positive learning environment.

Assessment

In the MYP, subject group objectives correspond to assessment criteria. Four criteria (A,B,C & D) are each marked out of 8. The criteria are subject-specific and detailed later in this Handbook. The levels generally represent performance as follows:

Criterion Levels (A,B,C,D)	Descriptor
1–2	limited
3–4	adequate
5–6	substantial
7–8	excellent

The total marks from 32 can then be converted to an indicator of a grade for that subject:

Subject Grade	Descriptor	Marks /32
1	work of very limited quality	1–5
2	work of limited quality	6–9
3	work of an acceptable quality	10–14
4	good quality work	15–18
5	generally high quality work	19–23
6	high quality, occasionally innovative work	24–27
7	high quality, frequently innovative work	28–32

Teachers award an **Effort Grade** to help students, parent and colleagues understand better students' prospects in that particular subject.

Effort Grade	Descriptor
A	a positive effort that is likely to improve grades (or maintain a 7)
B	an effort that will have little impact on reported grades
C	an inadequate effort that may result in lower grades

Reporting

Progress reports are issued in October and April. These include Subject marks and Effort grade. More detailed **report cards** are issued in February and June. As well as marks, these also incorporate a paragraph from each subject teacher on student strengths as well as indicators for what needs to be done to improve performance. Final subject grades (1-7) are issued in June. Wider feedback is provided from the class teacher in both report cards.

Reports do not describe what the students have been studying, other than where this is directly relevant to the teacher's feedback. Detailed curriculum information for all classes is shared with parents online.

Technology

Teaching and Learning increasingly benefits from access to certain devices and systems. SISD welcomes electronic devices in the context of a framework that promotes thoughtful and productive use.

Laptops

Whilst portable devices such as iPad/Surface Pro are ideal for smaller tasks, we require all students from Grade 6 upwards to be equipped with a laptop. The larger screen and keyboard allows students fully to meet study and organizational requirements. Students should ensure that laptops are fully charged each evening, and frequently shut down to allow regular updates.

The majority of resources are cloud based, and require only internet access with the ability to download and edit documents such as PowerPoint/Slides, Word/Pages and PDFs. We recommend that the laptop chosen should have the following minimum requirements in order to be able to access the full range of resources:

- Operating system – Windows 8 and above (**not** starter, basic or home) or MAC OS 10 and above
- WiFi accessibility – WiFi is available around the school and there will be no access to Ethernet
- Processor – Intel Core TM13/i5 or above
- Minimum 11 inch screen
- Minimum 3-4 hours battery life with WiFi on

Any other programs needed for specialist activities such as video editing, programming or design will be provided within the school's facilities, at the required lesson time.

Mobile phones

Students are allowed – but not required – to bring a phone to school and may use it only before arrival at school or after 15:35. We strongly recommend that mobile phones are left in lockers during the school day.

Tablets

The school will provide tablets for learning activities when necessary. Students may bring their own tablets but are not obliged to use these – for example, if paid apps are required. These will rather be installed on school devices.

Headphones

All students should ensure they have access to an inexpensive pair of headphones for all lessons.

Technology (cont.)

Other devices

The school recognises that more and more devices are becoming available to students. The school reserves the right to require students to leave other devices at home if it is deemed that their presence or use is undermining the learning process.

The following expectations apply to students:

- No electronic devices are to be used in the dining or recreation areas.
- Tablets and laptops may only be used between 08:20 and 15:35 for educational purposes and with the explicit permission of a teacher.
- Students are expected to take good care of their devices and store them in their lockers as appropriate.
- Students may not photograph or video staff, students or visitors to the campus without explicit permission from a teacher.

If these expectations are not met, the device will be handed in to the Deputy Head of Secondary (Pastoral). The student will need to ask for the return of the device in person at the end of the school day. If this recurs, the device will only be returned in person to parents.

The following expectations apply to teachers:

- Teachers will encourage thoughtful and productive use of technology.
- They forewarn students of relevant activities.
- They are encouraged to take photos/videos that celebrate and promote learning.

The school's binding ICT policies provide more detailed guidelines regarding rights and responsibilities.

Stationery

Students should always ensure they bring to school the following items:

- A pencil case, blue & black pens, plain pencils, a set of colour pencils, eraser, glue stick, highlighters x4
- A bilingual dictionary e.g. Collins Concise German Dictionary ISBN 9780007369799; Collins Concise French Dictionary ISBN 9780008117320
- Grade 6-8: Any standard scientific calculator e.g. Casio Scientific Calculator FX-95ES PLUS
- Grade 9+: Texas Instruments Ti84

Academic Integrity

The Swiss International Scientific School in Dubai (SISD) commits wholeheartedly to the values of the IB Learner Profile. Of particular relevance in the context of academic integrity is the concept of being **principled**: *“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”* (International Baccalaureate)

For more information on Academic Integrity at SISD, teachers, students and parents are required to be fully aware of the school’s policy, which has as its aims:

1. To underpin school values (Excellence, Together)
2. To underpin IB Learner Profile values (Principled, Thinkers)
3. To help students make sound decisions for themselves
4. To avoid unacceptable behaviour spreading to different contexts
5. To prepare students for rigorous further study

The policy defines academic misconduct, including plagiarism, collusion and cheating. It makes expectations of all parties clear and outlines procedures to be followed in the event of failure to meet the school’s high expectations. Finally, it provides guidance on the school’s preferred citation style.

The school’s primary focus in this domain is to teach the skills – not just through Approaches to Learning embedded in the various MYP subjects taught, but also in the Personal Development programme. Of course, enforcing the rules fairly will provide learning opportunities but we see these as a secondary measure.

Homework

Becoming able to complete homework in an effective way is not only a key milestone in assuming responsibility for one's development, but also a proven way to consolidate learning in the classroom. **Homework is recorded by students in their diaries.** Teachers are required to ensure that students have the time to do so, but they do not record it in online calendars for parental reference.

Parents are asked not to help undertake homework, but rather to provide the conditions that will ensure that it is completed in an appropriate environment conducive to quiet industry. If students experience difficulty with homework, the following steps should be taken:

1. The student addresses the matter with the subject teacher concerned – prior to the submission deadline.
2. If parents notice that a student is experiencing regular difficulties, they are asked to engage with the homeroom teacher.
3. Other issues should be discussed either immediately or at the various conferences, depending on urgency.

Maximum work set/week	Grade
5hr	6
6hr40	7
8hr20	8
10hr	9
11hr40	10

Subject	Distribution of homework/week				
	6	7	8	9	10
Language & Literature	1hr	2x40m	2x50m	1hr	1hr10m
Language Acquisition	1hr	2x40m	2x50m	1hr	1hr10m
Individuals & Societies	1hr	2x40m	2x50m	1hr	1hr10m
Sciences	1hr	2x40m	2x50m	1hr	1hr10m
Maths	1hr	2x40m	2x50m	1hr	1hr10m
Visual Arts	Occasional			1hr	1hr10m
Music				1hr	1hr10m
PHE				1hr	1hr10m
Design				1hr	1hr10m
Arabic				1hr	1hr10m

Teachers only set work that contributes to learning. They do not always have to set the maximum allowance: i.e. work is never set simply for the purpose of filling time.

Homerooms

Form	Tutor	Contact (*from 10 th September 2017)	Homeroom
6F1	Mr. Bensif	mohamed.bensif@sisd.ae	206
6F2	Dr. Daniel	xavier.daniel@sisd.ae *	112
6D	Ms. Hollenstein	natalie.hollenstein@sisd.ae *	202
6E	Mr. Ball	william.ball@sisd.ae *	213
7F1	Ms. Razawi	maryame.razawi@sisd.ae	205
7F2	Ms. Azizeh	salima.azizeh@sisd.ae *	218
7D	Mr. Fürnschuß	stefan.fuernschuss@sisd.ae *	207
7E	Ms. Nair	rachel.nair@sisd.ae *	217
8F1	Ms. Lefort	elisabeth.lefort@sisd.ae	216
8F2	Mr. Lefort	leo.lefort@sisd.ae	002
8DE	Mr. Hazlett	richard.hazlett@sisd.ae	212
9	Mr. Grant	douglas.grant@sisd.ae *	105
10F	Ms. Lötters	lisa.lotters@sisd.ae	203
10DE	Ms. Jiad	lubna.jiad@sisd.ae *	011

Other useful contacts

Role	Name	Contact (*from 10 th September 2017)
Head of Languages	Dr. Jacob	christine.jacob@sisd.ae
Head of Inclusion	Ms. Donoghue	yvonne.donoghue@sisd.ae
Head of Arabic	Ms. Owayjan	pauline.owayjan@sisd.ae *
Head of PE	Mr. Duncan	rob.duncan@sisd.ae
Head of Lang. and Lit.	Ms. Harrison	sandi.harrison@sisd.ae
Head of Mathematics	Mr. Azouz	tarik.azouz@sisd.ae
IBDP Coordinator	Ms. Dixon	lauren.dixon@sisd.ae
Projects Coordinator	Ms. Wait	kirstin.wait@sisd.ae
Head of After School Activities	Mr. Cassaigne	benjamin.cassaigne@sisd.ae
Head of Library	Ms. Chinbuah	hormah.chinbuah@sisd.ae
MYP Librarian	Mr. de Levay	thomas.delevay@sisd.ae *
Head of Admissions	Ms. Sommer	ursula.sommer@sisd.ae
Head of Marketing	Ms. Perlini	caterina.perlini@sisd.ae
Boarding Recruitment	Mr. Rai	nav.rai@sisd.ae
Head of HR	Ms. Millman	caroline.millman@sisd.ae
Head of Ops. and Finance	Ms. Hametner	audrey.hametner@sisd.ae
Senior School Nurse	Ms. Fonseca	margarida.fonseca@sisd.ae

Language Overview

This overview identifies which subjects are taught in which language in the respective strands in the school year 2016/17.

Subject	English +	Bilingual	Bilingual
		French/English	German/English
Language & Literature	English	French	German
Language Acquisition	French/German	English Lang & Lit	English Lang & Lit
Humanities	English	French	German (G6-7 only)
Sciences	English	French (G6-8 only)	English
Maths	English	English	English
Arts & Design	English	English	English
Moral Education	English	French	German
Arabic & Islamic Studies	Arabic	Arabic	Arabic
Physical & Health Ed.	English	English	English

Course Overviews

The following course descriptions refer to the IB Subject Briefs. More comprehensive information on each subject can be found at: <http://www.ibo.org/programmes/middle-years-programme/curriculum/>

Language and Literature

Course Description

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.

Criteria

A	Analysing
B	Organising
C	Producing text
D	Using language

Key Concepts

Connections, Creativity, Communication, Perspective

Related Concepts

Audience imperatives, Character, Context, Genres, Intertextuality, Point of view, Purpose, Self-expression

Setting, Structure, Style, Theme

Language Acquisition

Course Description

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and 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:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

MYP language acquisition is a compulsory component in every year of the MYP, except for bilingual SISD students who pursue courses of study in multiple languages in the MYP language and literature subject group.

Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age groups or MYP years, but rather to the experience and level of the student as assessed on entry. To that end, Phase 1 would be for absolute beginners, phase 4 would equate to 4 years worth of learning and Phase 5 or 6 would prepare a student for Language and Literature in the IB Diploma.

Criteria

A	Comprehending spoken and visual text
B	Comprehending written and visual text
C	Communicating in response to spoken and/or written and or/visual text
D	Using language in spoken and/or written form

Key Concepts

Connections, Creativity, Communication, Culture

Related Concepts

Phases 1–2

Audience, Context, Purpose, Conventions, Message, Word choice, Meaning, Function, Structure, Patterns, Form, Accent,

Phases 3–4

Audience, Context, Purpose, Conventions, Message, Word choice, Meaning, Function, Structure, Idiom, Empathy, Point of view

Phases 5–6

Audience, Context, Purpose, Stylistic choices, Voice Inference, Bias, Theme, Argument, Idiom, Empathy, Point of view

Individuals and Societies

Course Description

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 appreciate critically 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.

At SISD, we offer Integrated Humanities in order to sustain access to Economics, Geography and History as well as other domains such as Sociology and Political Science.

Criteria

A	Knowing and understanding
B	Investigating
C	Communicating
D	Thinking critically

Key Concepts

Change, Global Interactions, Time, Place and Space, Systems

Related Concepts

Causality, Choice, Culture, Equity, Globalization, Identity, Innovation and revolution, Perspective, Power, Processes, Resources, Sustainability

Sciences

Course Description

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.

At SISD, we offer Integrated Sciences in order to provide a thorough grounding in Chemistry, Biology and Physics.

Criteria

A	Knowing and understanding
B	Inquiring and designing
C	Processing and evaluating
D	Reflecting on the impacts of science

Key Concepts

Change, Relationships, Systems

Related Concepts

Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation

Mathematics

Course Description

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

1. Number
2. Algebra
3. Geometry and trigonometry
4. 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.

For MYP mathematics, SISD offers two level 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.

Criteria

A	Knowing and understanding
B	Investigating patterns
C	Communicating
D	Applying Mathematics in real-life contexts

Key Concepts

Form, Relationships, Logic

Related Concepts

Change, Equivalence, Generalization, Justification, Measurement, Model, Pattern, Quantity, Representation, Simplification, Space, and System

Arts

Course Description

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.

At SISD, we offer both Performing Arts (Music) and Visual Arts.

Criteria

A	Knowing and understanding
B	Developing skills
C	Thinking creatively
D	Responding

Key Concepts

Aesthetics, Identity, Change, Communication

Related Concepts

Visual arts: Audience, Expression, Interpretation, Representation, Boundaries, Genre, Narrative, Style, Composition, Innovation, Presentation, Visual culture

Performing arts: Audience, Expression, Interpretation, Presentation, Boundaries, Genre, Narrative, Role, Composition, Innovation, Play, Structure

Physical and Health Education

Course Description

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.

Criteria

A	Knowing and understanding
B	Planning for performance
C	Applying and performing
D	Reflecting and improving performance

Key Concepts

Change, Communication, Relationships

Related Concepts

Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspectives, Refinement, Space, Systems

Design

Course Description

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.

Criteria

A	Inquiring and analysing
B	Developing ideas
C	Creating the solution
D	Evaluating

Key Concepts

Communication, Communities, Development, Systems

Related Concepts

Adaptation, Collaboration, Ergonomics, Evaluation, Form, Function, Innovation, Invention, Markets and trends, Perspective, Resources, Sustainability

Moral Education

Course Description

The UAE Moral Education Programme replaces the Personal Development Programme. The aims of the programme are as follows:

1. To build character
2. Instil an ethical outlook
3. Foster community
4. Endear culture

The pillars of the Moral Education programme are closely aligned with the mission and vision of SISD.

Our commitment to **bilingualism** and the attendant cultural awareness enhances the ability of our students to think as tolerant global citizens.

Our commitment to **excellence** encourages us to be judged by our actions and not our words; and that before we judge others.

Our commitment to **sustainability** explicitly underscores the importance of social, cultural, economic and environmental awareness in shaping a better future for ourselves and those around us.

In our international community, we know that when we all work **together** we are at our best. To that end, we view active participation in the community, from the most local to the most global, as the foundation of a valuable life.

Pillars

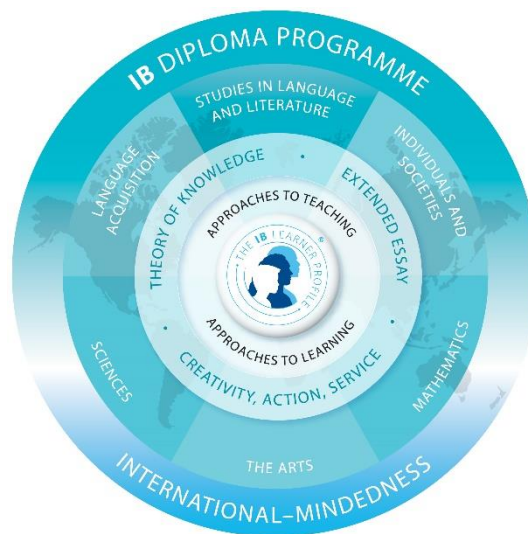
A	Character and morality
B	The individual and the community
C	Cultural studies
D	Civic studies

What's next?

The IB Diploma Programme

Students study six courses – usually three at Higher Level (HL) and three at Standard Level (SL). Students must choose one subject from each of groups 1 to 5 – ensuring breadth of experience in languages, social studies, sciences and mathematics.

The sixth subject may be an Arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4.



University Recognition

Universities and colleges benefit from recruiting and admitting students from IB programmes in a range of ways, with IB programmes developing the knowledge, skills and disposition students need to be successful throughout their university careers.

Every university in the UK now accepts the IB Diploma. IBDP students regularly enter top-tier institutions. In the US and Canada, the IBDP and Course Certificates (Higher Level) are increasingly recognised, with many universities conferring credit or advanced placement of up to one year for them.

As a result of their time in the IB, students develop:

- time management skills and a strong sense of self-motivation
- a keen interest in civic engagement
- notable academic ability
- strong research and writing skills
- critical thinking abilities
- an international outlook.

Research suggests, for example, that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life.

According to the research, IB students are strong on:

- student leadership activities
- working with university faculty on research projects
- finding opportunities to study in other countries
- tutoring other students
- taking part in voluntary and community service
- completing internships.

Grades and Assessment

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB Diploma requires a minimum total score of 24, based on the principle that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subjects results in a grade 7 for each, or a total score of 42 points. Students can earn an additional 3 points for superior work on the Extended Essay and Theory of Knowledge.

- **Theory of Knowledge (TOK)** is focused on developing interdisciplinary and critical-thinking skills. TOK explores the interdisciplinary nature among subject disciplines and encourages critical reflection and analysis.
- **The Extended Essay requires** students to select, research, and write an in-depth, independent research work of 4000 words in one of their six subject areas. The Extended Essay requirement offers IB Diploma candidates the opportunity to become familiar with the independent research and writing skills expected at university.
- **Creativity, Action, Service (CAS) work.** CAS A fundamental part of the Diploma experience, helping students to grasp the importance of extracurricular activities as an integral part of life, and as a healthy counterbalance to the world of pure scholarship and study. These initiatives and activities are a key part of our student's education, and include:
 - local and global community outreach projects
 - charity drives
 - Model United Nations
 - Sports
 - And many more.