MYP

HANDBOOK
FOR PARENTS
AND STUDENTS
MIS 2015-2016
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1. Mission of the School

Our schools’ philosophy emphasizes interdisciplinary approach towards education to create socially responsible and critically thinking citizens who are aware of the world's diversity and complexity. Our mission is to develop our students' natural curiosity in order to make them lifelong learners. Our well-balanced curriculum permits students to learn how to respect different cultures as well as support their own opinions and ideas. We focus not only on students' academic preparation, but also on their social, physical, emotional, and cultural development.

We understand international education as a multi-level ongoing process that allows students to understand and to respond to new challenges they encounter in the contemporary world. Our educational offer is created in accordance with international standards and teaching methods. All programmes implemented in our school are designed to increase children's sensitivity to other people's cultures, attitudes and needs. We believe this approach will help young people to find their place in the international community and to develop their interest in being active members of a global society.

At the core of our educational endeavours lies the IB Learner Profile, features of which we aim to develop in our students. We strongly believe that IB-Learner-Profile-oriented education enables to develop socially active and responsible adults. Therefore, supporting students in becoming creative, balanced, principled, caring, open-minded, knowledgeable and reflective thinkers, communicators, risk-takers and inquirers constitutes the main focus of our schools' educational activity.
2. IB Learner Profile
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and share guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<table>
<thead>
<tr>
<th>Inquirers</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>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.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>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.</td>
</tr>
<tr>
<td>Principled</td>
<td>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.</td>
</tr>
<tr>
<td>Open Minded</td>
<td>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.</td>
</tr>
<tr>
<td>Caring</td>
<td>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.</td>
</tr>
<tr>
<td>Risk Takers</td>
<td>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.</td>
</tr>
<tr>
<td>Balanced</td>
<td>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.</td>
</tr>
<tr>
<td>Reflective</td>
<td>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.</td>
</tr>
</tbody>
</table>
3. General aims and the model of the program.

International Baccalaureate Organization (IBO) offers schools around the world implementation of three educational international programs: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

The MYP curriculum model

In MYP (designed for students aged 11-16) eight subject groups are distinguished:

- **Language and Literature** (prior Language A - Polish or English),
- **Language Acquisition - Language B** (English, French or Spanish),
- **Individuals and Societies - humanities** (history and geography),
- **Experimental Sciences** (biology, chemistry and physics),
- **Mathematics** (math),
- **Design** (computer science and design technology),
- **Arts** (art, music, theater or film),
- and **Physical and Health Education**.

The diagram represents the MYP curriculum model.
Balance between these subjects guarantees harmonious development in cultural, physical, emotional and social aspects. The emphasis is put on the correlation of individual subject and knowledge acquired by the students. They are arranged in one piece that he or she learns their way holistically, stressing the connections between the real world and classroom learning.

4. To do so, there are six global contexts. What are the global context and what are they use for?

- lenses to explore subject matter
- forge meaningful links between subject content
- places where different subjects meet, providing connections between subject content and the real-world.

These include:

- **Identities and relationships** (Who am I? Who are we?)
- **Orientation in space and time** (What is the meaning of ‘where’ and ‘when’?)
- **Personal and cultural expression** (What is the nature and purpose of creative expression?)
- **Scientific and technical innovation** (How do we understand the worlds in which we live?)
- **Globalization and sustainability** (How is everything connected?)
- **Fairness and development** (What are the consequences of our common humanity?)

The MYP global context model
5. ATL - core skills

This is at the heart of everything students and teachers do – helping students develop IB learner profile and skills that help them „learn how to learn“. MYP teachers design activities to help understand the subjects. They also teach students how to study, to help identify strengths and weaknesses and help students use their strengths and develop their weaknesses. The focus in Approaches to Learning in the MYP is on supporting students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeeded in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme. There are ten Approaches to Learning MYP clusters explained below:

<table>
<thead>
<tr>
<th>communication</th>
<th>I. Communication skills</th>
<th>How can students communicate through interaction?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exchanging thoughts,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>messages and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effectively through</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading, writing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using language to gather</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and communicate</td>
<td></td>
</tr>
<tr>
<td>social</td>
<td>II. Collaboration skills</td>
<td>How can students collaborate?</td>
</tr>
<tr>
<td></td>
<td>Working effectively with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>others</td>
<td></td>
</tr>
<tr>
<td>self-management</td>
<td>III. Organization skills</td>
<td>How can students demonstrate organization skills?</td>
</tr>
<tr>
<td></td>
<td>Managing time and tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IV. Affective skills</td>
<td>How can students manage their own state of mind?</td>
</tr>
<tr>
<td></td>
<td>Managing state of mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mindfulness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perseverance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emotional management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resilience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V. Reflection skills</td>
<td>How can students be reflective?</td>
</tr>
<tr>
<td></td>
<td>(Re)considering the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>process of learning;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>choosing and using ATL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td>VI. Information literacy skills</td>
<td>How can students demonstrate information literacy?</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Finding, interpreting, judging and creating information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VII. Media literacy skills</td>
<td>How can students demonstrate media literacy?</td>
</tr>
<tr>
<td></td>
<td>Interacting with media to use and create ideas and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VIII. Critical thinking skills</td>
<td>How can students think critically?</td>
</tr>
<tr>
<td></td>
<td>Analysing and evaluating issues and ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IX. Creative thinking skills</td>
<td>How can students be creative?</td>
</tr>
<tr>
<td></td>
<td>Generating novel ideas and considering new perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X. Transfer skills</td>
<td>How can students transfer skills and knowledge across disciplines and subject groups?</td>
</tr>
<tr>
<td></td>
<td>Using skills and knowledge in multiple contexts</td>
<td></td>
</tr>
</tbody>
</table>

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit’s formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

**6. Community & Service (Service and Action)**

In grade 2 students are encouraged to participate in local – pratically school - community and service activities. We believe that by Grades 3-4 students should be able to show personal initiative through their C&S choices and activities (in wider aspect, for example global). In the classroom the emphasis is on the ideas of action and service, learning about others, their communities and their needs. Outside the classroom students are expected to take part in service, both individually and as part of a group. Each student is required to complete at least three C&S reflections and completion of these activities is recorded in semesfter
The portfolios may also contain photographs, journal entries, poems, etc. In Grade 1, C&S guidance is strong, whereas by Grades 2-3, students take more C&S responsibility. The S&A Coordinator publishes and promotes various S&A activities, exchanges, and trips throughout the year.

At MIS, students can participate in Extended Curriculum Activities offered by the school or they can initiate other S&A activities, such as fundraising events or direct support activities in the local community.

7. The Community Project

In schools in which the MYP finishes with year 3 or 4 of the programme, all students must complete the community project. This is the culminating activity for the program at all MYP schools worldwide. At the end of the second year students present their findings, along with a “product” that they created as the result of their project. For more information regarding the 2015 Community Project please see the “School Community Project Guide” available on our website.

8. General philosophy and rules of assessment

The responsibility for the outcomes in learning is mutual; it includes Student and Teacher who work together toward a common goal that is the best possible results of the mutual efforts. Activities organized by teachers are primarily to serve acquiring skills through practice and action, to put the emphasis on independent, critical and creative thinking of every disciple, so it is so important to giving Students problem tasks that will force them to activity with the use of various forms of work and teaching aids. Students get the knowledge most effectively when:

- they understand the purpose of the issue,
- they can link it to real life,
- they have the possibility of practical usage of knowledge,
- they understand the assessment criteria and receive a constructive feedback,
- they feel safe - their ideas, opinions are acknowledged and respected.

In MYP each subject group has clearly defined the four criteria of assessment suited to its particular objectives and requirements (A, B, C and D), specific to each type of work. All criteria in all subjects are assessed out of a total of eight marks. Student’s work ends by receiving the feedback from a teacher about the level she or he achieved in a given criterion. For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. Each criterion describes a student’s strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results. In MYP assessment is not be based on “How many questions can a student answer?” or “What percentage have they achieved?” but rather “What skills have they learned?” or “What level of understanding can they demonstrate?”

Summary of the specific-subject assessment criteria is outlined below:

<table>
<thead>
<tr>
<th>Subject group</th>
<th>A (max.8)</th>
<th>B (max.8)</th>
<th>C (max.8)</th>
<th>D (max.8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating in response to spoken, written, and visual text</td>
<td>Using language in spoken and written form</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-life context)</td>
</tr>
</tbody>
</table>
Arts  |  Knowing and understanding |  Developing skills |  Thinking creatively |  Responding
--- | --- | --- | --- | ---
Design  |  Inquiring and analyzing |  Developing ideas |  Creating the solution |  Evaluating
Physical and health education  |  Using knowledge |  Planning for performance |  Applying and performing |  Reflecting and improving performance

Only at the end of the semester or a school year, the levels obtained by Student from each criterion are summed and converted to scores on a seven-point scale. At the end of each semester, a general achievement level out of 7 is provided for each subject on the semester report.

Points for different grades are outlined below:

<table>
<thead>
<tr>
<th>MYP grade</th>
<th>Range of points for each assessment</th>
<th>IB grading scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 – 5</td>
<td>Very poor</td>
</tr>
<tr>
<td>2</td>
<td>6 – 10</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>11 – 15</td>
<td>Medicore</td>
</tr>
<tr>
<td>4</td>
<td>16 – 20</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>5</td>
<td>21 – 24</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>25 – 28</td>
<td>Very good</td>
</tr>
<tr>
<td>7</td>
<td>29 – 32</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

What do the different grades in MYP mean?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimal achievement in terms of the objectives.</td>
</tr>
<tr>
<td>2</td>
<td>Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.</td>
</tr>
<tr>
<td>3</td>
<td>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</td>
</tr>
<tr>
<td>4</td>
<td>A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is...</td>
</tr>
</tbody>
</table>
### 5. Characteristic of particular groups of subjects (aims, criteria of assessment)

**A. LANGUAGE AND LITERATURE (ALSO KNOWN AS LANGUAGE A) – POLISH**

Language A is either a student’s mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

**Main Objectives**

The study of MYP Language A is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A <strong>consistent and thorough understanding</strong> of the required knowledge and skills, and the ability to apply them in a <strong>variety</strong> of situations. The student <strong>generally</strong> shows evidence of analysis, synthesis and evaluation where appropriate and <strong>occasionally</strong> demonstrates originality and insight.</td>
</tr>
<tr>
<td>6</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <strong>wide variety</strong> of situations. <strong>Consistent</strong> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <strong>generally</strong> demonstrates originality and insight.</td>
</tr>
<tr>
<td>7</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <strong>almost faultlessly</strong> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <strong>consistently</strong> demonstrates originality and insight and <strong>always</strong> produces work of high quality.</td>
</tr>
</tbody>
</table>

9. Characteristic of particular groups of subjects (aims, criteria of assessment)
Be aware of its importance in personal, social and cultural life

Shape the international awareness and sensitivity to different cultures

- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary works
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Skills

Objective A: Analyzing
In order to reach the aims of studying language and literature, students should be able to:

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyze the effects of the creator’s choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

Objective B: Organizing
In order to reach the aims of studying language and literature, students should be able to:

- Employ organizational structures that serve the context and intention
- Organize opinions and ideas in a sustained, coherent and logical manner
- Use referencing and formatting tools to create a presentation style suitable to the context and intention

Objective C: Producing text
In order to reach the aims of studying language and literature, students should be able to:

- Produce texts that demonstrate insight, imagination and sensitivity while
exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- Select relevant details and examples to develop ideas

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in a register and style that serve the context and intention
- Use correct grammar, syntax and punctuation
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- Use appropriate non-verbal communication techniques

These criteria include:

Oral Communications, and its relation to all forms of listening and speaking, among others: debates, role-playing, discussions, Socrates' dialogues, essays, oral lectures, speeches, interviews, poetry recitals, performances.

Written Communications, and its relation to all forms of reading and writing (literary and commercial), among others.: novel, short stories, biographies, autobiography, memoir, letter, parody, satire, comic, poem, song, drama, advertising slogan, blog, e-mail, newspaper article, manifesto, open letter, instruction, guide-book, a guide.

Visual Communications, and in the field becoming familiar with various forms of viewing and presentation and attempt to create them, among others; advertising, performance, comic, cartoon, animation, film, video clip, logging, fand magazine, table diagram, poster, TV program.
Criteria for assessment

Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Analyzing</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Organizing</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Producing text</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using language</td>
<td>8</td>
</tr>
</tbody>
</table>

B. LANGUAGE ACQUISITION (ALSO KNOWN AS LANGUAGE B) – ENGLISH, FRENCH, SPANISH

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

The objectives of teaching and learning a modern foreign language are:

- to enable the Student the effective use of language as a practical mean of communication and to provide a solid foundation of communication skills needed in further learning, work and leisure purpose
- to enable the Student to understand the nature of language and language learning (this process includes the cultural and social elements of language,)
- To enable the Student to become familiar with a variety of texts, both literary and non-literary.
- To provide the Student with an insight into the culture of the communities of countries speaking a given foreign language
- To encourage knowledge, understanding and awareness of points of view of
people from different cultures

- To promote engagement in lives of other communities
- To show and to enable access to diverse sources of information
- To arouse curiosity and interest in learning a foreign language

Skills & Knowledge

Students will acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native.

Language B objectives are organized into four communicative processes:

A) Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to:

- Listen for specific purposes and respond to show understanding
- Interpret visual text that is presented with spoken text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

B) Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to:

- Read for specific purposes and respond to show understanding
- Interpret visual text that is presented with written text
- Engage with the text by supporting opinion and personal response with evidence and examples from the text.

C) Communicating in response to spoken, written and visual text

As appropriate to the phase, the student is expected to be able to:

- Interact and communicate in various situations
- Express thoughts, feelings, ideas, opinions and information in spoken and written form
• Speak and write for specific purposes

D) Using language in spoken and written form

As appropriate to the phase, the student is expected to be able to:

• Organize thoughts, feelings, ideas, opinions and information in spoken and written form
• Develop accuracy when speaking and writing in the target language

At the end of the course the Student will be able to:

• transmit information, ideas and opinions
• identify the main idea, find detailed information and draw conclusions from texts, both oral and written
• understand and properly use grammar-lexical structures
• ask for information and to provide information both in terms of written and oral context
• be actively involved in speaking a foreign language and use correct pronunciation and intonation
• participate in formal and informal ways of communication

Realized issues:

1. HUMAN - personal data, appearance, feelings, emotions, interest.
2. HOUSE - place of residence, description of the house, rooms and equipment.
3. SCHOOL - subjects, school life.
4. JOBS - professions, places of work.
5. FAMILY AND SOCIAL LIVES - family members, colleagues, friends, forms of leisure.
6. NUTRITION - Food, meals, food and beverage outlets.
7. SHOPPING AND SERVICES - The types of stores, goods, selling and buying, use of services.
8. TRAVEL AND TOURISM - transport, orientation in space, sightseeing.
9. SPORT - popular sports, sport equipment

10. HEALTH - wellbeing, illnesses – their symptoms and prevention.

11. Elements of knowledge about the target language area of the country and the country of origin of the context of intercultural and European integration issues.

**Criteria for assessment**

Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Comprehending spoken and visual text</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Comprehending written and visual text</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating in response to spoken, written and visual text</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language in spoken and written form</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

**C. INDIVIDUALS AND SOCIETIES (ALSO KNOWN AS HUMANITIES – history and geography)**

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

**Main Objectives**

**A) Knowing and understanding**

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

- Use terminology in context
• Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B) Investigating
In order to reach the aims of individuals and societies, students should be able to:
• Formulate a clear and focused research question and justify its relevance
• Formulate and follow an action plan to investigate a research question
• Use research methods to collect and record relevant information
• Evaluate the process and results of the investigation

C) Communicating
In order to reach the aims of individuals and societies, students should be able to:
• Communicate information and ideas using an appropriate style for the audience and purpose
• Structure information and ideas in a way that is appropriate to the specified format
• Document sources of information using a recognized convention

D) Thinking critically
In order to reach the aims of individuals and societies, students should be able to:
• Discuss concepts, issues, models, visual representation and theories
• Synthesize information to make valid arguments
• Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
• Interpret different perspectives and their implications
Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

The purpose of teaching geography is to show students the modern world – the variety of its aspects. It is also to show the relationships and interdependencies between people and places and regions in which they live and work. To draw students’ attention to continuous change occurring in the world (in countries, regions, cities and the surroundings).

Geography also aims at showing the impact of global processes on the spatial development and phenomena in society and the environment on a local scale. Make students aware that social and cultural diversity of the geographic space transforms into the choices made by individuals and social groups.

History teaching in middle school sets for itself several objectives. First, it seeks to stimulate the pupils’ interest in the past, both the world, Europe, and Polish, as well as their own town or family. A very important task of history is to develop historical thinking skills and critical reading of source texts. What is more, it aims at providing a better understanding of the modern world by perceiving its traces of the past. An important element of this should be the perception of the relationship between history of individual countries (mainly Polish) with the history of Europe. In order to achieve these objectives it is necessary to permanently broaden the recall of factual training of demonstration of cause and effect relation.

The objectives of teaching in geography and history

1. To make students aware that geography and history are sciences that integrate studies of nature with the social sciences and humanities.
2. Shaping student attitudes in understanding and friendship in relation to other social, ethnic and cultural groups and nations.
3. Forming in students a responsibility for the global, national and regional
environments.

4. Forming in pupils such traits of personality as: a sense of territorial identity and "I am a citizen of the world."

5. Forming in students the basis determining the proper attitudes and responsible functioning in the modern world.

6. Developing skills of cause-effect thinking leading to understanding phenomena and processes that take place today in the natural environment, economy and social life.

7. To create in students a sense of variation occurring in the world, both in time and space.

8. To show the practical dimension of the geographical and historical knowledge, that is to make school subjects more useful in real life.

9. To make students acquire skills by the use of knowledge they possess during tasks and problem solution in the sphere of the surrounding region as well as the globe.

The general content of teaching in geography

Geography in MYP belongs to the humanities. MYP program assumptions are implemented in parallel with the Polish core curriculum. Because the standard of teaching are the same in both programs, we make use of Polish curricula. The scope of knowledge of geography is implemented according to the manual: "Planet New, Nowa Era publishing.

The general content of teaching in geography includes the following thematic sections. These are:

1. Map - the ability to read, interpret and use the map.
2. The shape and movement of the Earth and their consequences.
3. Selected topics in physical geography.
4. Location and natural environment of Poland.
5. Population of Poland.
7. Polish geographical regions.
8. Neighbours of Poland – geographic differentiation, transformations

**The general content of teaching of history**

The history within the MYP program is implemented in accordance with Polish core curriculum, which is realized in parallel with MYP program requirements. During history lessons are used school textbooks by PWN publishing (admission No 129/1/2009). General content of teaching history are arranged in chronological order, split into four years and include the following units:

Class I of the middle school (2nd year of MYP)
1. Antiquity.
2. The Middle Ages.

Class II of the middle school (3rd year of MYP)
3. Renaissance.
5. Enlightenment.

Class III of the middle school (4th year of MYP)
6. The first half of the nineteenth century
7. The second half of the nineteenth century.
8. The First World War.

Class I of the high school (5th year of MYP)
9. Interwar period
10. World War II.
11. Postwar world. PRL

Individual sections include the content related to both the history of Poland as
As part of implementing the MYP program in different years projects are realized in the pathways.

**Working methods**

1. The use of various forms of exercises (with map, illustrations, source texts), active methods (including graphic record, the decision-making, problematic method, discussion), valorization and exhibiting methods.

2. The use of comparisons - to relate the learned features or phenomena to another country, to Poland to own region.

3. The use of direct observation e.g. lessons and activities in the field, trips.

4. The use of modern media (such as aerial photography, multimedia presentation, Internet resources and others).

5. Avoiding encyclopedic-style schemes, that is the transmission of excessive information which does not correspond.

6. Applying the method of integration between subjects in order to solve the problem on various levels.

**Student’s assessment**

- Speaking - Assessment of this form includes the content carried out in the last few lessons and an assessment of content from a wider range of teaching material, e.g. a whole program unit.

- Participation in the discussion - is assessed mainly to formulate arguments and oral presentations of the prepared topic.

- Assessment of written work includes: written tests, the so-called quick tests of one or more last lessons, tests and other writing assignments.

- Assessment of written homework includes assessing e.g. tasks from a Workbook, self-prepared materials from the Internet and other sources.

- Student assessment of practical activities in the classroom is performed by the teacher during practical classes at school, lessons in the field or on the trip.
subject of evaluation may be for example; to collect specimens of rocks, the orientation in the field.

- Student’s attitude. Student assessment is subject to the obligations of the ratio of school relationship to other students and adults, including teachers, and working with group, tolerance toward others, sense of responsibility for the natural environment and their own behavior.

Criteria of assessment

Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Knowing and understanding</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking critically</td>
<td>8</td>
</tr>
</tbody>
</table>

D. TECHNOLOGY

The development of information technology has given rise to profound changes in society.

We obtain and process information, communicate with others, work and solve problems in different ways that we used to. It is important to deal with difficult situations, to develop thinking and planning. MYP aims to provide students with help and context, puts students before the problem to be solved in order to enable them to appreciate the role of information technology in everyday life, not to be afraid to take challenges and solve problems.

The information technology course aims at:

- mobilizing students to think creatively and practically, so that they solve problems related to information technology.
- Encouraging students to study the role of information technology in the historical and contemporary context.
During the course, it is expected that students will be solving problems and will apply the knowledge related to information technology. The important things are projecting, planning and evaluation of own actions, creating process and final effect (solved problem). Students will learn to use various sources of information, assess its sources and usefulness in solving the problem. They will learn to use the resources at work and provide the information (such as discussing the project). Solving the problem requires the use of certain materials, which may differ in regard to culture, geography and available resources. Students should learn to analyze the material, subject it to criticism, process through information technology by themselves, reject useless parts. The work and experience gained are designed to mobilize students to ask questions, research and networking with the environment. Use your knowledge and the ability to search, analyze and process is aimed at learning and subsequent easiness to cope with difficult situations.

**Program issues**

**Units:**

- The use of computer in daily life (ongoing)
- Operating system (ongoing)
- Basics of graphics (e.g. GIMP)
- Text Editors
- Multimedia (e.g., Microsoft Office Power Point)
- Internet and Web
- Spreadsheet (Microsoft Excel)
Main Objectives

The course objectives are aligned to the four design assessment criteria:

A) Inquiring and analyzing

In order to reach the aims of design, students should be able to:

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

B) Developing ideas

In order to reach the aims of design, students should be able to:

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C) Creating the solution

In order to reach the aims of design, students should be able to:

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
Follow the plan to create the solution, which functions as intended
Fully justify changes made to the chosen design and plan when making the solution
Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating
In order to reach the aims of design, students should be able to:
Design detailed and relevant testing methods, which generate data, to measure the success of the solution
Critically evaluate the success of the solution against the design specification
Explain how the solution could be improved
Explain the impact of the solution on the client/target audience.

Skills
In Grade 2 students learn skills which they then apply to given projects. In Grades 3 and 4, they are given projects for which they choose suitable techniques and some of the materials.
The skills covered in Product Design are correct use of hand/power saws and drills; marking, shaping and finishing wood and plastics, and metal casting and presentation techniques.

Criteria for assessment
Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Inquiring and analyzing</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Developing ideas</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Create the solutions</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluate</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
E. MATHEMATICS

Mathematics in MYP, similarly as in Polish program aims at preparing Student to:

1. Adequate application of mathematical terms crucial for the further studies and for applying in life;
2. Find and apply the information;
3. Showing and interpreting facts, relations and dependencies;
4. Application of integrated knowledge and skills to solve problems;
5. Analyzing, discussing, describing and assessing the results of their actions and experience;
6. In particular:
   - Logical thinking, self-reliance in finding a solution and the accounting correctness
   - Elements of the history of mathematics and its major creators

Mathematics in MYP places an emphasis on independent problem-solving on the practical situations and the development of practical skills of making the analysis and evaluation of the presented solutions. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Main Objectives In MYP mathematics

The four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A) Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

• Select appropriate mathematics when solving problems
• Apply the selected mathematics successfully when solving problems
• Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

B) Investigating patterns
In order to reach the aims of mathematics, students should be able to:
• Select and apply mathematical problem-solving techniques to discover complex patterns
• Describe patterns as general rules consistent with findings
• Prove, or verify and justify, general rules

C) Communicating
In order to reach the aims of mathematics, students should be able to:
• Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
• Use appropriate forms of mathematical representation to present information
• Move between different forms of mathematical representation
• Communicate complete, coherent and concise mathematical lines of reasoning
• Organize information using a logical structure

D) Applying mathematics in real-life contexts
In order to reach the aims of mathematics, students should be able to:
• Identify relevant elements of authentic real-life situations
• Select appropriate mathematical strategies when solving authentic real-life situations
• Apply the selected mathematical strategies successfully to reach a solution
• Justify the degree of accuracy of a solution
• Justify whether a solution makes sense in the context of the authentic real-life situation
Skills

Students will develop the following skills over their period of study in mathematics:

- **Knowledge-acquisition skills**: An understanding of mathematical concepts and ideas, as defined in the framework
- **Problem-solving skills**: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts
- **Communication skills**: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables)
- **Thinking skills**: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy
- **Information-literacy skills**: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism
- **Information and communication technology skills**: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- **Collaborative skills**: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- **Reflection skills**: Evaluation of one’s own work and performance, identifying personal strengths and weaknesses to improve learning

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- **Number**.
- **Algebra**.
- **Geometry and trigonometry**.
- **Statistics and probability**.
- **Discrete mathematics**.
Criteria for assessment
Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Assessment Component</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and comprehension</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Investigating patterns</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating in mathematics</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Applying mathematics in a real-life context</td>
<td>8</td>
</tr>
</tbody>
</table>

F. ART (Visual art, Music)

Aims

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product. Arts, being the part of MYP curriculum, are designed to prepare the student to receiving various forms of art and to teach them to express themselves through art. Individual and group work help to cultivate their awareness of the world perceived, and to participate creatively in the world. Teaching art is based on three basic forms: Visual, Auditory, and Touch.

Main Objectives

The arts objectives interrelate with each other and form the basis of the student’s experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four arts assessment criteria:
A) Knowing and understanding
In order to reach the aims of arts, students should be able to:
• Demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
• Demonstrate an understanding of the role of the art form in original or displaced contexts
• Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B) Developing skills
In order to reach the aims of arts, students should be able to:
• Demonstrate the acquisition and development of the skills and techniques of the art form studied
• Demonstrate the application of skills and techniques to create, perform and/or present art

C) Thinking creatively
In order to reach the aims of arts, students should be able to:
• Develop a feasible, clear, imaginative and coherent artistic intention
• Demonstrate a range and depth of creative-thinking behaviours
• Demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D) Responding
In order to reach the aims of arts, students should be able to:
• Construct meaning and transfer learning to new settings
• Create an artistic response which intends to reflect or impact on the world around them
• Critique the artwork of self and others
Skills
Through a study of the three core arts disciplines of Music, Visual Art and Theater, students should be able to:

- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork
- Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create, perform and/or present art
- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to inform their own artistic development and processes
- Show commitment in using their own artistic processes
- Demonstrate curiosity, self motivation, initiative and a willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Be receptive to art practices and artworks from various cultures, including their own

Knowledge
Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts and Music courses.

Assessment
Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.
The objectives of teaching art in MYP program are:

1. Developing skills:
   - The use of concepts related to art;
   - The ability to communicate their thoughts and ideas through art;
   - The creation of works of art, music, performances, etc.;
   - Reflective and critical approach to the own work and works of others;
   - Understanding and interpreting the various art forms.

2. Raising awareness of perception of art as an integral part of human life regardless of the time and place in which he or she lives.

Criteria for assessment

Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Know / Understand</th>
<th>Max 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Knowing and understanding</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Developing skills</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Thinking creatively</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Responding</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

G. SCIENCES (Biology, Chemistry, Physics)

Experimental Sciences offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Main Objectives

The course objectives are closely aligned to the four science assessment criteria:
A) Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyze and evaluate information to make scientifically supported judgments

B) Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

C) Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

D) Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- Apply communication modes effectively
Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses. Assessment Each semester students are graded on the six assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

The aim of this group of subjects is to give students opportunities to:
- Develop curiosity and interest in cognitive science and nature
- Develop skills to apply terms, concepts and procedures of science necessary for practical life and further education,
- Understand the content, ideas and laws of science,
- Search and application of scientific information,
- Demonstrate and describe the facts, relations and dependencies, in particular cause and effect, functional, spatial and temporal relations.
- Apply integrated knowledge and skills to solve problems
- Recognize the capabilities and limitations in the use of science
- Increase awareness of environmental health impacts,
- Shape pro-ecological attitude,
- Develop team skills, joint problem solving,
- Understand the impact of other areas of life, social conditions, economic, political, cultural etc. on the development of science,
- Be aware of the causes and consequences of the development of science.

**Realized issues:**
1. "The idea of change": physical and chemical changes, physical forces (electric, magnetic, gravity), physical laws, homeostasis, cycles, reproduction, mutation, genetic variation
2. "The idea of energy": photosynthesis and respiration, energy flow in
ecosystems, changes between the potential, kinetic, thermal and mechanical energy, heat conduction, electricity, waves, the greenhouse effect and climate changes

3. "The idea of structures, systems, relations": a model of the atom, states of matter, intermolecular forces, gas properties, chemical reactions and physical solubility, the law of conservation of mass, chemical substances in human life, chemical structure of DNA and RNA, the structure and function of plant and animal cells, biodiversity, classification of organisms, evolution and natural selection, the solar system, theories of the origins of the world.

Criteria for assessment

Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowing and understanding</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Inquiring and designing</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Processing and evaluating</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Reflecting on the impacts of science</td>
<td>8</td>
</tr>
</tbody>
</table>

H. PHYSICAL AND HEALTH EDUCATION (ALSO KNOWN AS PHYSICAL EDUCATION)

Physical Education IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world. The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports
Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum. The assessment of criterion A is often project or portfolio-based, using students’ written skills.

**Main Objectives**

The course objectives are assessed through four criteria:

**A) Knowing and understanding**

In order to reach the aims of physical and health education, students should be able to:

- Explain physical health education factual, procedural and conceptual knowledge
- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding

**B) Planning for performance**

In order to reach the aims of physical and health education, students should be able to:

- Design, explain and justify plans to improve physical performance and health
- Analyze and evaluate the effectiveness of a plan based on the outcome

**C) Applying and performing**

In order to reach the aims of physical and health education, students should be
able to:

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyze and apply information to perform effectively

**D) Reflecting and improving performance**

In order to reach the aims of physical and health education, students should be able to:

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyze and evaluate performance Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives. Assessment Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

**The objectives of physical education:**

1) Building awareness of a healthy and active lifestyle, versatile physical and motor development, and general motor improvement and immunization to adverse environmental stimuli.

2) To develop interest in various forms of physical activity: health, sports and recreation - hedonistic and to equip students with knowledge and skills enabling them to actively participate in these forms of movement.

3) Developing the attitude of responsibility for the development and efficiency and the need for continuing action to preserve and multiply health, also for harmonious development and physical fitness.
4) To promote intercultural awareness, students’ intellectual, emotional and social development.

Assessment criteria
Each semester students are graded on the four assessment criteria outlined below:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Assessment Area</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Use of knowledge</td>
<td>8</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Movement composition</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Performance</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Social skills and personal engagement</td>
<td>8</td>
</tr>
</tbody>
</table>

10. Principles of cooperation with the school
a. Student does not eat and drink during a lesson.
b. Student does not chew gum during the lesson.
c. Mobile phones and other electronic devices must be switched off during a lesson; otherwise it will be confiscated and stored in the school office.
d. Leave coats in the cloakroom.
e. The school requires changing shoes.
f. Students are responsible for the status of the class (wiping the table, chalk, order, watering flowers, decorations)
g. All property left unattended will be discarded.
h. Students are required to attend all classes; absences of a Student must be notified in writing within one week (counted from the day of return). Leaving on student’s own, without prior notice in writing, the area of the school will be unexcused.
i. Students will not leave school grounds during breaks between lessons.
j. Lateness and unexcused absences will decrease the grade for behaviour.
k. Students are expected to present the following behaviours:
Respect for other people and the environment
- Ownership
- Engagement
- Cooperation
- Creativity in solving a variety of situations
- Curiosity
- Honesty
- Empathy
- Enthusiasm
- Independence
- Tolerance