



Middle Years Programme

CANDIDATE SCHOOL

Mussoorie International School is a Candidate School for the MYP. This school is pursuing authorization as an IB World School. MIS shares a common philosophy—a commitment to high quality, challenging, international education that Mussoorie International School believes is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

THE IB MIDDLE YEARS PROGRAMME AT MIS



Traditional values modern outlook



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB MIDDLE YEARS PROGRAMME

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes on intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understandings and global engagement – essential qualities for young people who are becoming global leaders.

The MYP consists of eight subject groups:

Language Acquisition, Language and Literature, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education and Design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context** - Students learn best when their learning experiences have context and are connected to their lives and the world that they have

experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

- **Conceptual understanding** - Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL)** - A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service)** - Action (learning by doing and experiencing) and service have always been shared



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

- **Language and identity** – MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

COMPULSORY SUBJECTS

1. ENGLISH LANGUAGE & LITERATURE
2. MATHEMATICS
3. PHYSICS
4. CHEMISTRY
5. BIOLOGY
6. INDIVIDUALS & SOCIETIES
7. DESIGN
8. DANCE
9. MUSIC
10. PHE
11. ART

OPTIONAL SUBJECTS

(Choose any one)

1. HINDI
2. SANSKRIT
3. FRENCH

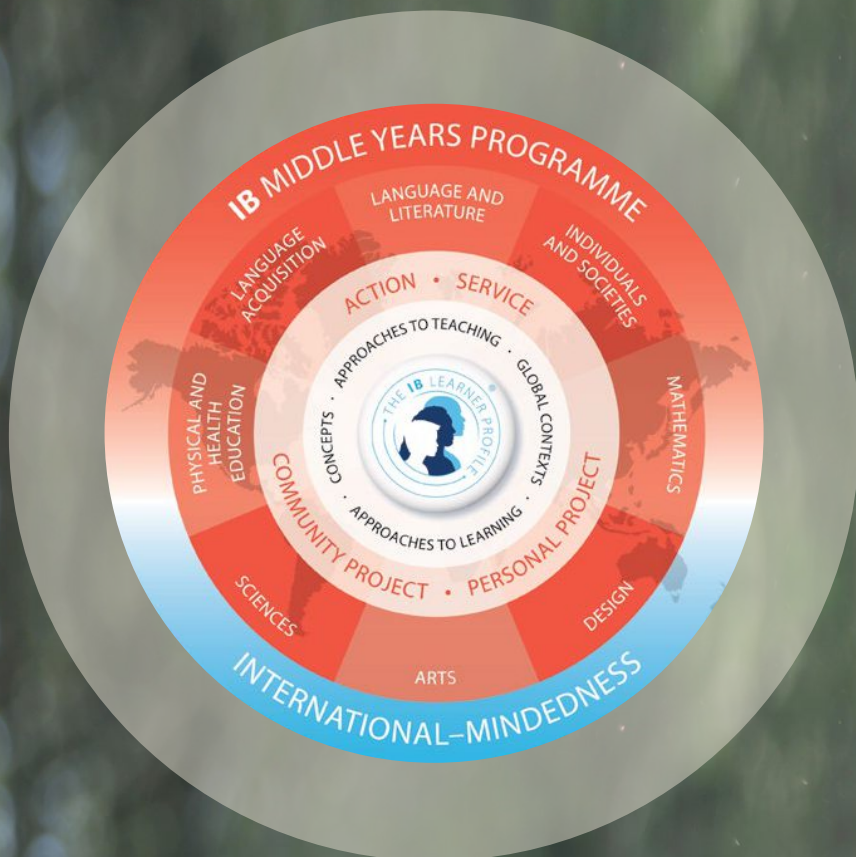
MYP Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. All students must complete the personal project.

- The community project encourages students to explore their rights and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.
- Each student develops a personal project independently, producing a truly personal and creative piece of work that stands as summative review of their ability to conduct independent work.

Assessment in the MYP:

Rigorous criteria, applied consistently worldwide, MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related.



The Middle Years Programme: preparing students to be successful in school and to be active, lifelong learners



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.

COMMUNICATOR

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 consequence.

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.

Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Typical MYP assessment tasks include open-ended, problem-solving activities and

investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

MIS Mission Statement

Inspiring our girls to be fearless leaders and global citizens of integrity by promoting a culture of enduring educational excellence, international mindedness, wellbeing in a caring, happy, secure and spiritual environment enriched with the values of discipline, mutual care, respect and tolerance.

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