



Understanding the MYP

Contents	Page
Friends School Mission Statement	3
MYP Fundamental Concepts	4
Program Model	5
IB Learner Profile	6
MYP Global Context	7
Assessment in the MYP	11
RFS Academic Integrity Policy	12

Friends School Mission Statement

The Ramallah Friends School strives to be a leading educational institution in the Palestinian community. The Lower School (FGS) and the Upper School (FBS) were founded in 1869 and 1901 respectively, for the purpose of offering Palestinian youth a rigorous program guided by principles of the Religious Society of Friends (Quakers). Central to Quaker education is a vitality which comes from being a living expression of a religious life. A Friends School education seeks to promote a constant search for God to all human situations, and to cultivate ethical, moral and spiritual values.

The Friends School is committed to

Excellence in education

Quaker education calls for high academic standards and a willingness to experiment with new methodology and curricula.

Developing the whole person

Quaker education is committed to helping each member of the school community realize his or her physical, mental, spiritual, and social potential. It recognizes that every person is different, with varying abilities which must be developed to the full extent possible.

Helping each person recognize her or his responsibility to society

Quaker education is committed to helping each person recognize her or his responsibility as a caring member of the school, community, nation and global family where "each live for the other and all live for God." The Friends School is committed to nurturing character traits such as integrity, simplicity, honesty, cooperation and compassion. The school believes in and encourages freedom of thought and expression. They expect, however, that this freedom be enjoyed with a full sense of responsibility. Quaker education advocates non-violence as a viable option for resolving conflict in every aspect of life. These values are best learned through the example and practice as students, teachers, parents, workers and administrators interact with each other.

Equality

Quaker education believes that all people are equal before God regardless of gender, creed, culture, color or social status. Quaker education in Palestine has focused from the beginning on the education of women to develop their potential and realize their opportunity to be equal members of their community. Quaker education is built on the belief that "all are children of God" and that within each person "there is that of God to be nurtured."

It is upon this foundation that Friends Schools' students grow to be strong and sensitive members of their families, their community and the world in which they live.

MYP Fundamental Concepts

Intercultural Awareness

MYP believes in the importance of education as a way of fostering understanding among young people from around the world by encouraging them to consider issues from multiple perspectives. MYP aims to develop student's attitudes, knowledge, and skills as they learn about their own and others' social, national and ethnic cultures. In this way, intercultural awareness can build understanding and respect.

Holistic Learning

While the MYP insists on a thorough study of eight subject groups, it also highlights the interrelatedness of the subjects and so encourages students to develop a holistic view of learning. Students become aware of these links through carefully planned units of work between subjects; thus, they learn to recognize relationships between school subjects and real world issues so that students will learn to see knowledge as an interrelated whole.

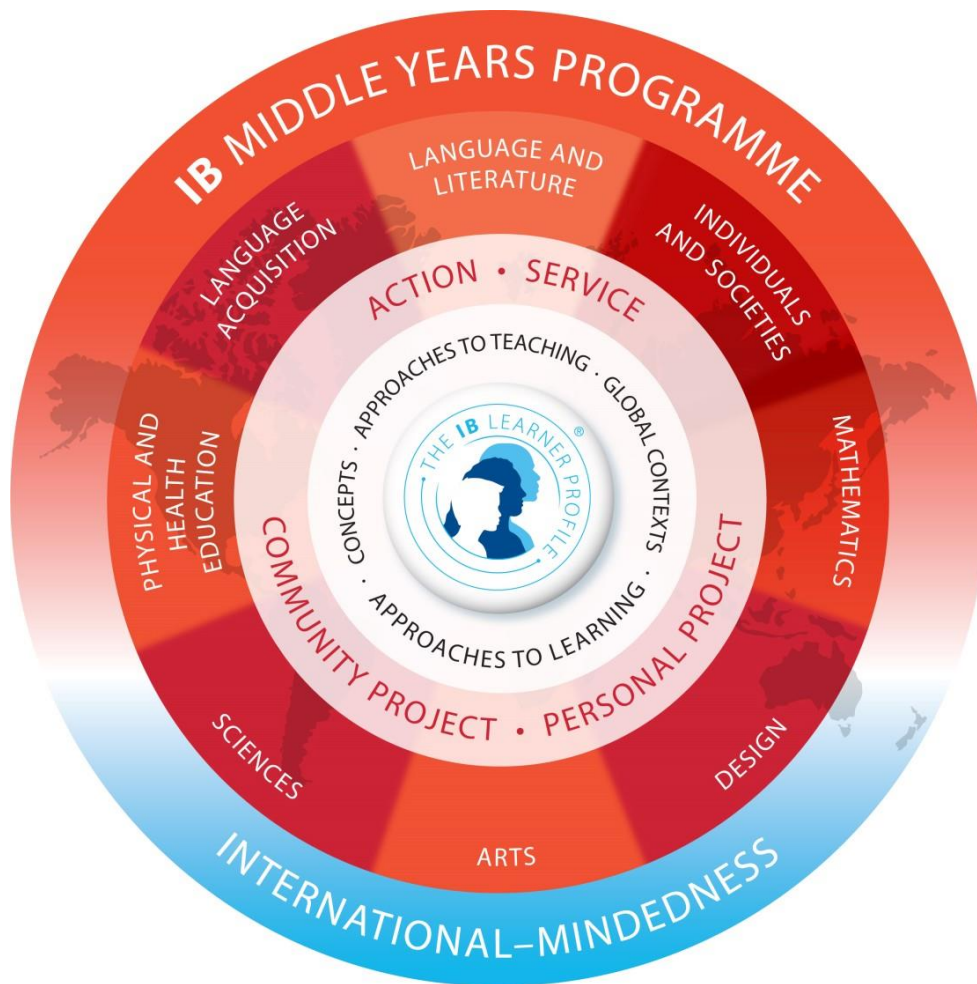
Communication

The MYP stresses the fundamental importance of communication, verbal and non-verbal, in realizing the aims of the programme. A good command of expression in all its forms is fundamental to learning. In most MYP subject groups, communication is both an objective and an assessment criterion, as it supports understanding and allows student reflection and expression.

Programme Model

The IB Middle Years Programme consists of eight subject groups:

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

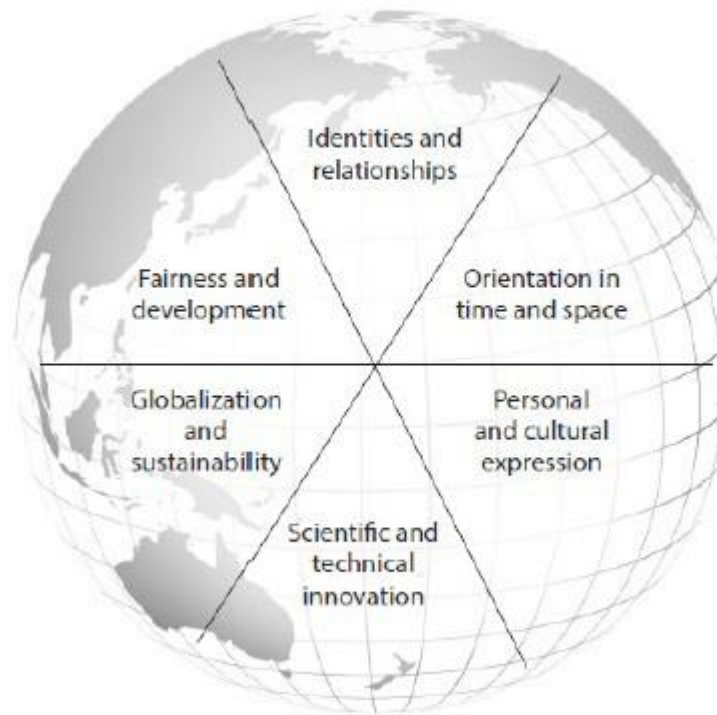


IB Learner Profile

The IB Learner strives to be:

Inquirer	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

MYP Global Contexts



MYP: From principles into practice (For use from September 2014/January 2015)

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning.

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Global Contexts, listed below and found [here](#) provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the PYP, creating relevance for adolescent learners.

IDENTITIES AND RELATIONSHIPS

Who am I? Who are we?

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Possible explorations to develop:

- Competition and cooperation; teams, affiliation and leadership.
- Identity formation; self-esteem; status; roles and role models.
- Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life.
- Physical, psychological and social development; transitions; health and well-being; lifestyle choices.
- Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind.

ORIENTATION IN SPACE & TIME

What is the meaning of “where” and “when”?

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Possible explorations to develop

- Civilizations and social histories, heritage, pilgrimage, migration.
- Displacement and exchange.
- Epochs, eras, turning points and “big history”.
- Scale, duration, frequency and variability.

- Peoples, boundaries, exchange and interaction.
- Natural and human landscapes and resources.
- Evolution, constraints and adaptation.

PERSONAL & CULTURAL EXPRESSION

What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetics.

Possible explorations to develop:

- Artistry, craft, creation, beauty.
- Products, systems and institutions.
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play.
- Critical literacy, languages and linguistic systems.
- Histories of ideas, fields and disciplines; analysis and argument.
- Metacognition and abstract thinking.
- Entrepreneurship, practice and competency.

SCIENTIFIC & TECHNICAL INNOVATION

How do we understand the world in which we live?

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Possible explorations to develop:

- Systems, models, methods; products, processes and solutions.

- Adaptation, ingenuity and progress.
- Opportunity, risk, consequences and responsibility.
- Modernization, industrialization and engineering.
- Digital life, virtual environments and the information age.
- The biological revolution.
- Mathematical puzzles, principles and discoveries.

GLOBALISATION & SUSTAINABILITY

How is everything connected?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision making on humankind and the environment.

Possible explorations to develop

- Markets, commodities and commercialization.
- Human impact on the environment.
- Commonality, diversity and interconnection.
- Consumption, conservation, natural resources and public goods.
- Population and demography.
- Urban planning, strategy and infrastructure.

FAIRNESS & DEVELOPMENT

What are the consequences of our common humanity?

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Possible explorations to develop:

- Democracy, politics, government and civil society.
- Inequality, difference and inclusion.
- Human capability and development; social entrepreneurs.
- Rights, law, civic responsibility and the public sphere.
- Justice, peace and conflict management.
- Power and privilege.
- Authority, security and freedom.
- Imagining a hopeful future.

Assessment in the MYP Program

The school developed an assessment policy to match and express its own philosophy as well as the MYP in assessing students' work. You may find the full assessment policy [here](#).

Each subject group has a series of criteria to be used when assessing students work. These criteria assess subject specific skills rather than content.

To view the subjects' assessment criteria, [click here](#).

A Variety of assessment tasks will be given during the course of study. The assessment criteria for these tasks will be given to the student in advance.

These assessment criteria will inform the students what they have to do in order to achieve any particular level.

The raw mark for each subject is awarded by adding the scores the student achieved in each assessment criteria, and then the raw mark is converted to a grade out of seven according the MYP published grade boundaries as shown in the following example:

Example from Language A

Task	Criterion A	Criterion B	Criterion C	Criterion D	Total
Task 1	8	6	5	4	
Task 2	7	5	----	6	
Task 3	7	6	5	5	
Final	7	6	5	5	23

To get the final grade:

1. Add the final score for each criterion: (8+7+8). The sum is 23.
2. Measure the final sum with the MYP published grade boundaries bellow

Grade Boundaries	
Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

3. The final mark received is 5

RFS Academic Integrity Policy

The Ramallah Friends Schools values academic Integrity and upholds its Quaker values of truth and honesty in all endeavors it undertakes. The Academic Integrity policy is revised regularly and the latest version can be found on the school website of by simply clicking on [this link](#).