



European School



IB Middle Years Programme Handbook for students and parents



2020-2021 Academic Year

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WELCOME MESSAGE

Dear MYP students, parents, and teachers:

On behalf of all staff of MYP, we would like to extend a warm welcome to all parents and students. The European School is where students are directed towards identifying their skills, passions, and attitudes in an environment where all learners are valued. Guided by the philosophy that a holistic approach to learning is vital, I firmly believe that it is essential that all teachers at ES aim to recognize the uniqueness of every student and adapt their teaching and learning strategies to meet the students' learning styles and abilities.

Our primary objective at ES is to prepare our students for what they will face in the 21st century, with all its challenges. Therefore, we choose the IB system as our educational program. The MYP prepares students to be international citizens who cherish their own identity. It equips them with the ability to transfer the skills and knowledge they learn to create new solutions for problems that keep evolving.

None of this would be possible without our teachers who are of the highest caliber recruited from the best Georgian and international schools. However, the endeavors of our parents and their support remain an important pillar at ES. Acknowledging that students benefit best when the significant adults in their lives work together to encourage and support them, we believe that fostering positive home-school links are key to the success of our educational process.

We look forward to partnering with our committed parents, who share the same vision to help making the MYP happen at The European School.

Respectfully,

MYP Leadership Team

Ms Linda Tsitskishvili—MYP Coordinator

Ms Oxana Akimova—Head of MYP

IB Middle Years Programme

The goal of IB is to provide students with the values and opportunities that will enable them to become creative, critical, and reflective. The MYP programme focuses on developing skills and attitudes, the understanding of the concepts and knowledge needed to participate in an increasingly global society. It emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a concept-driven programme (ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth. The IB MYP relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

European School Mission



The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

International Baccalaureate Mission



International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners.

MYP at European School of Tbilisi, Georgia

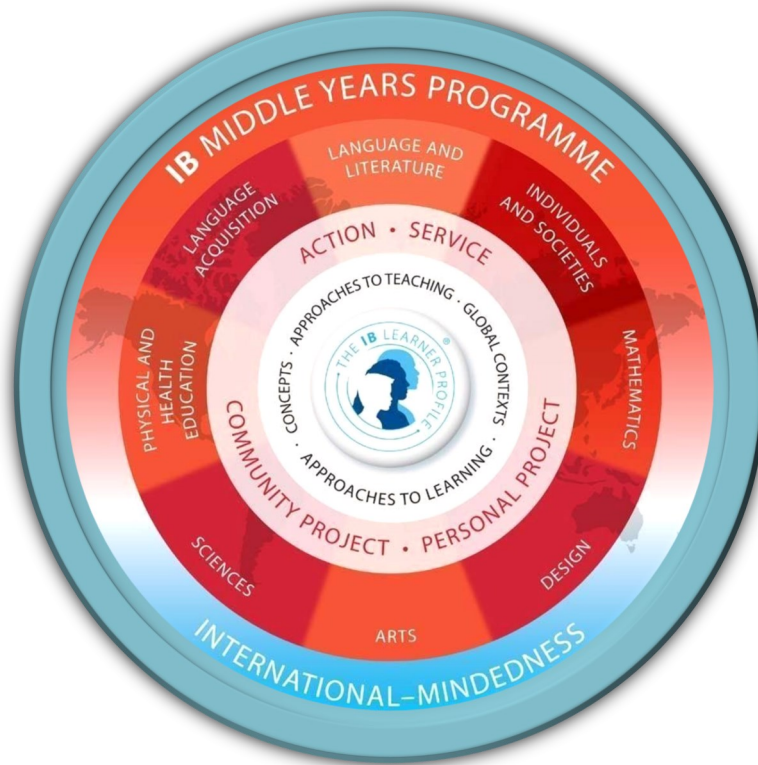
IB philosophy in the MYP: This philosophy, framed in *What is an IB education?* (2013), is expressed through all aspects of the MYP at European School. The programme has been developed with developmentally appropriate attention to:

- conceptual understanding
- teaching and learning in context
- approaches to learning (ATL)
- service as action
- language and identity
- learning diversity and inclusion.

The European School of Tbilisi, Georgia adopted the **IB MYP** because the philosophy and objectives of this program reflect those of the school. In addition, the **IB MYP**:

- ⇒ is an international programme with no bias towards any particular national system;
- ⇒ has vertical consistency across Grades with the **IB Diploma** in Grades 11 and 12 and with the **PYP**; many elements of the **IB MYP** are common to the skills required by the Diploma and developed in the **PYP**;
- ⇒ provides assessment, within the **IB MYP** subjects, which shares a common approach by being criterion-related and inquiry-based
- ⇒ Has strong, interdisciplinary elements;
- ⇒ Is flexible enough to allow European School of Tbilisi, Georgia to design the curriculum to fit student needs;
- ⇒ Supports curriculum development and external evaluation.

The IB MYP Curriculum Model



We value education more as the transformation of personal understanding and the collaborative construction of meaning, and less as the transmission of knowledge and rote memorization of facts. Consequently, conceptual understanding is a significant and enduring goal for teaching and learning in IB programmes.

A concept is a big idea – a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students’ inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

The exploration and re-exploration of concepts lead students towards:

- * deeper understanding of the subject group
- * appreciation of ideas that transcend disciplinary boundaries
- * engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson 2008).

IB learner profile

We develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners 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.

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.

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.



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.

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.

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.

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.

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..

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.

Ethical Code for ES Students

The purpose of the Code of Ethics for Students is to establish principles and standards that are essential in maintaining an excellent learning environment at the European School. Learning at the European School rests upon IB philosophy, respect for individual rights, freedom of expression, dignity, security and constant development of IB Learner profile attributes. The Code of Ethics for Students serves as a guide of behavior (Behavior Policy is available on the website and in the library) for students at the European School to ensure that the rights of students and the other members of the European School community are upheld properly, the European School property and common resources are secured while an excellent learning environment is created and maintained.

Students' Obligations

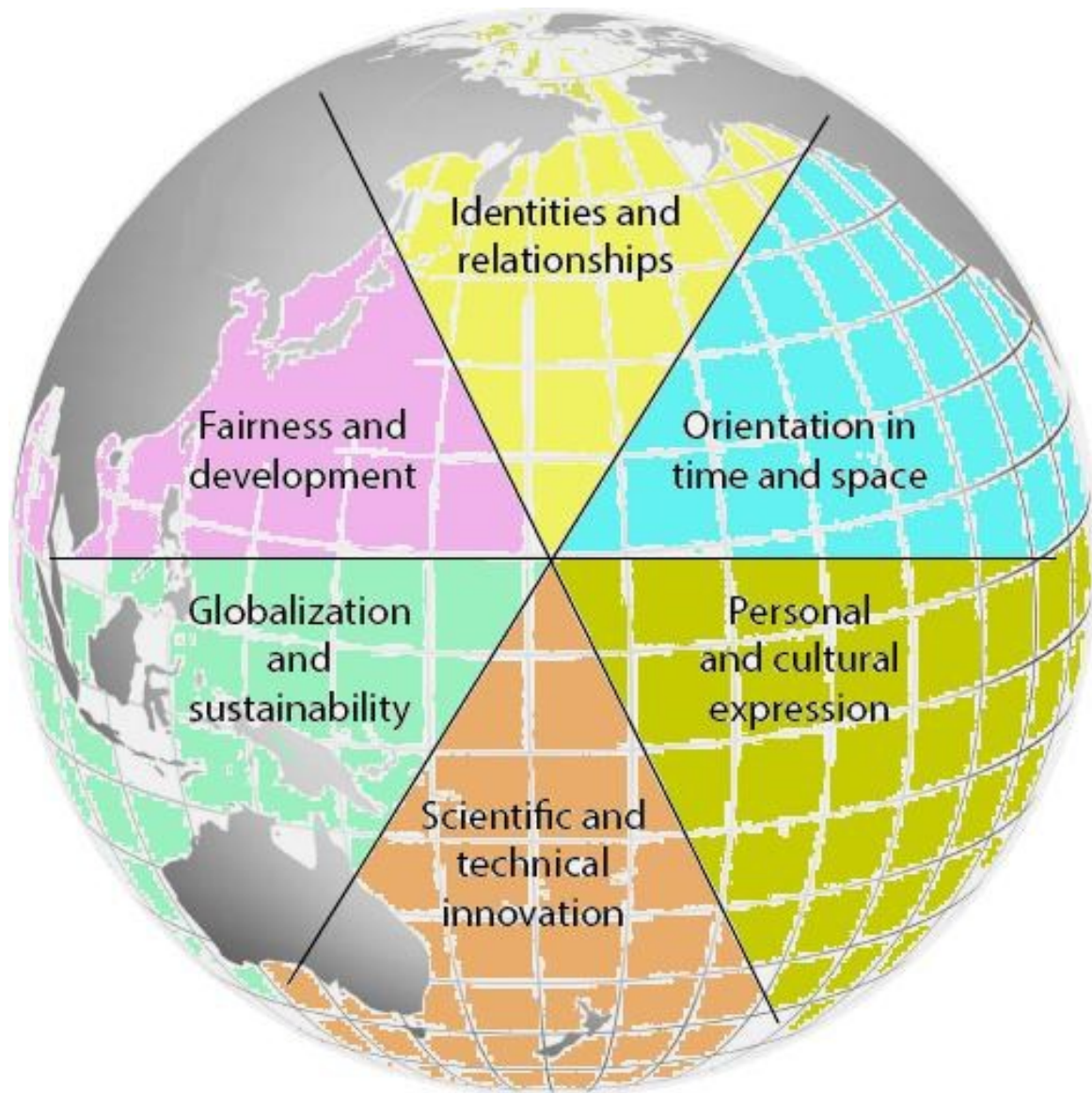
1. A student has respect for one's own and other people's lives, health, dignity, as well as their personal property and non-property rights.
2. No one shall be subject to discrimination or intolerance on grounds such as race, skin color, language, gender, sexual orientation, gender identity, age, religion, faith, worldview, political or any other point of view, political union membership, physical handicap, citizenship, national, cultural, ethnic or social affiliation, origin, family, wealth and rank, place of residence, state of health, lifestyle, place of birth, or any other grounds.



Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. In the MYP, learning contexts are authentic world settings, events and circumstances. Contexts for learning in MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme as well as to make worthwhile connections between the real world and classroom learning. In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today.

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.



Approaches to Learning

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”.

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

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.

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

Service as Action

Service as action is an element of MYP program, which helps IB learners to engage in local and global community, make connections between the things learnt in class and needs and problems in their surroundings. Based on the knowledge acquired at school and personal interests of the students, after becoming aware about the needs of the community students will take an action and participate in meaningful SA activities and projects, which will benefit the students and the society as well.

MYP learning outcomes for service MYP students should, through their engagement with Service as Action, meet the following outcomes:

- Become more aware of their own strengths and areas for growth-Students will consider their skills and think about how to develop them
- Undertake challenges that develop new skills-Unfamiliar activities or familiar activities undertaken at higher level will be challenging for students
- Discuss, evaluate and plan student-initiated activities- To engage in planning and show the initiative will be seen the best through C&S projects
- Persevere in action-This means to the commitment, attend activities regularly, show the attempt to solve the problem
- Work collaboratively with others-Students will collaborate with the students in group activities and projects, with the SA coordinator, with the target groups in their projects
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding-This outcome could be met through international projects, or at least through engaging in global issues
- Consider the ethical implications of their actions-Students have to consider who will benefit from the activity/project and whose interests will be harmed.

Service as Action requirements at MYP European School

Grade	S&A activity	Reflections	Learning outcomes
Grade 6	Minimum 1	2	2
Grade 7	Minimum 2	3	3
Grade 8	Minimum 2	4	4
Grade 9	Minimum 2	4	5
Grade 10	Minimum 2	5	7

Fulfillment of the school expectations for participation in Service as Action is a requirement of the IB MYP Certificate. Students need to show the evidence of their involvement in activities through their reflections in ManageBac, which will be monitored by SA coordinator, and SA advisors who will determine whether the students have met the SA requirements.



Documenting SA: Reflecting on ManageBac

During reflecting students should attempt to answer the following questions:

- What do you perceive and notice?
- How did you help the community?
- Who did you work with? How do you feel being involved?
- What obstacles did you have to overcome?
- What did you learn from this activity and how might you apply this learning to your life in general?
- What did you achieve as part of this activity and how has it allowed you to show personal development?
- Which learning outcomes have you met during this activity? Describe your experience and how it links with this learning outcome.

Acknowledgements: This SA handbook for IB MYP European School has been created with input gained from the guide entitled “MYP: From principles into practice” published by the International Baccalaureate Organization, Geneva.

In Grades 6-10, students are encouraged to participate in service-based activities. It is up to the student to select and reflect upon what constitutes a SA activity. By Grades 9-10, students should be able to show personal initiative through their SA choices and activities. Each student is required to complete three SA reflections and completion of these activities is recorded in semester reports. The portfolios may also contain photographs, journal entries, poems, etc. In Grade 6, SA guidance is strong, whereas by Grades 9-10, students take more SA responsibility. The SA Coordinator publishes and promotes various SA activities, exchanges, and trips throughout the year. These are advertised in the ManageBac, student assemblies and within the wider community. International mindedness and traditional events and SA opportunities and celebrations.



Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their projects over the preceding summer break.

Project topics may be creative or research-based and, ideally, they should reflect a student's personal interest. The stages of the process are documented in the process journal. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Through the use of a process journal, the supervisor will provide support and guidance through the PP process.

The Exhibition is held towards the end of the personal project according to the timeline. Each student is allocated a space with a display. Most students also bring their own laptop to assist in their presentations. By request, students can also receive data projectors, speakers, extra space, and whatever school resources they might need. Students display photos, journals, videos, their actual projects and their project reports. Each student prepares a presentation.

Project spaces are assigned according to each student's guiding area of interaction, with all the projects within the same area of interaction displayed in one zone. Presentation (physical or virtual) is school-wide, and any member of the school community is welcome to attend it, attendance is required for year 4 students.

Personal Project Cycle



Homeroom Teachers

Homeroom teachers in MYP support students in grades 6-10 with their academic and personal development.



Throughout the MYP, student wellbeing is a top priority. We strive for the social, emotional and intellectual development of our students. Homeroom teachers ensure a safe and challenging learning environment for our children.

Homeroom Teachers register the students, monitor their behaviour, support them with non-subject specific issues and are the first contact in times of success or challenge. Students get to meet their homeroom teachers every morning for 15 minutes before the first lesson starts to receive important announcements, get emotional support and share ideas.

Homeroom teachers ensure parents' successful and productive involvement in the learning process.



Throughout the year, students are invited by homeroom teachers to take part in a wide range of activities. Activities are chosen based on teacher and student areas of interest. It is a chance to exercise, be creative, learn and complete tasks that contribute to be-



Interdisciplinary Teaching and Learning

Interdisciplinary teaching and learning is grounded in individual subject groups and disciplines, but extends disciplinary understanding in ways that are:

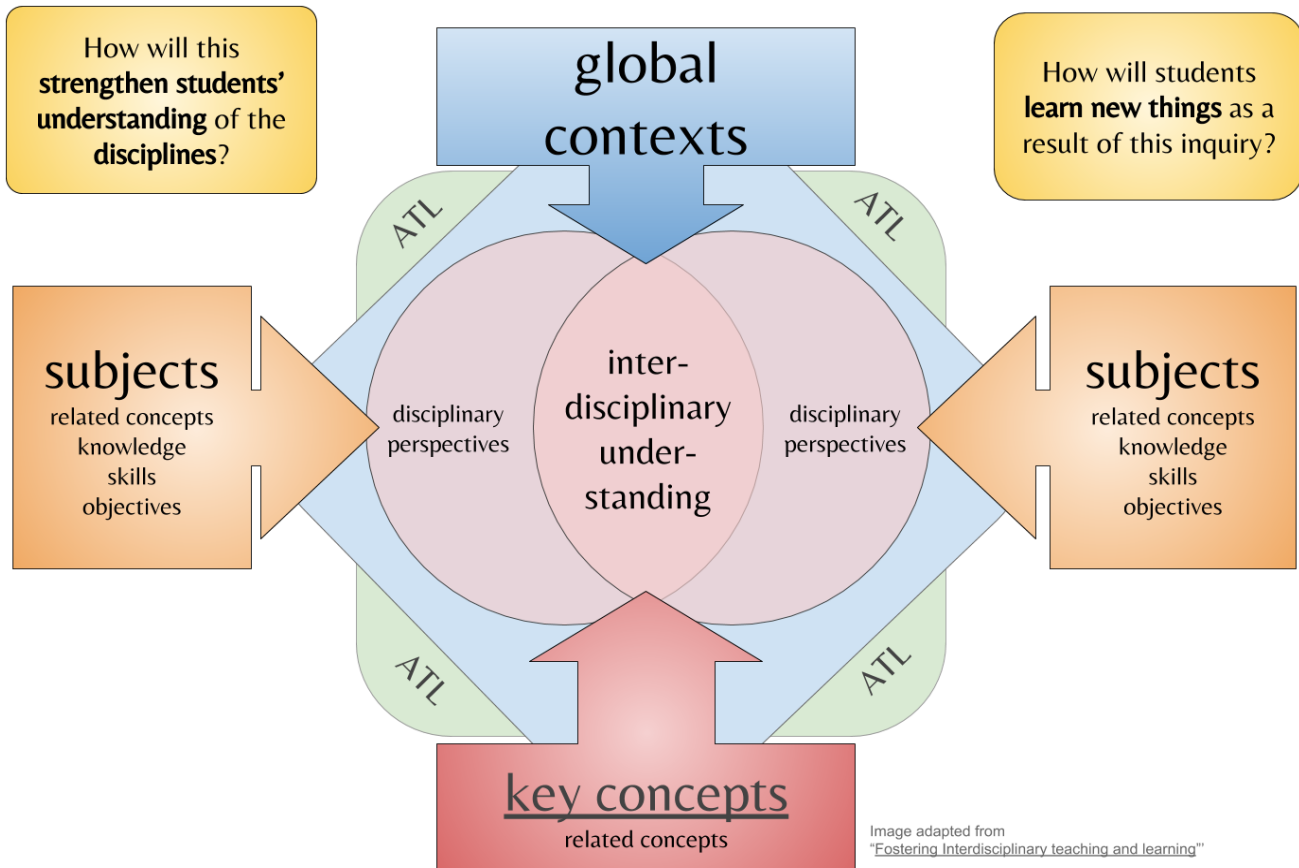
- ◇ integrative—bringing together concepts, methods, or modes of communication from two or more subject groups, disciplines, or established areas of expertise to develop new perspectives
- ◇ purposeful—connecting disciplines to solve real-world problems, create products or address complex issues in ways that would have been unlikely through a single approach.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students in the MYP. It prepares students for further academic (inter)disciplinary study and for life in an increasingly interconnected world.

The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across subject groups and disciplines.

We are engaging students in at least *one collaboratively planned interdisciplinary unit* for each year of the programme.

European school MYP teachers offer many opportunities for interdisciplinary teaching and learning. Interdisciplinary learning can take place through both large- and small-scale learning engagements. Authentic interdisciplinary learning often requires critical reflection and detailed collaborative planning. However, teachers and students can also make interdisciplinary connections through spontaneous learning experiences and conversations.



Subjects in Grades 6-10

* curriculum can be changed by ES administration

Subject Groups/Subjects		Grade	Grade	Grade	Grade	Grade
		6	7	8	9	10
		Number of lessons per week				
Language & Literature	English	5	5	5	5	5
	Georgian	5	5	5	5	5
	Russian	-	2	-	2	3
Language Acquisition (in phases)	English	5	5	5	5	5
	Russian	3	3	2	2	2
	French	3	3	2	2	2
	German	3	3	2	2	2
Individual & Societies	I & S/ <i>integrated</i>	3	3	3	-	-
	History	-	-	-	2	2
	Geography	-	-	-	2	2
Maths	Mathematics	5	5	5	5/Standard+ 5/Extended	5/Standard+ 5/Extended
Science	Science/ <i>integrated</i>	3	3	-	-	-
	Biology	-	-	1	2	2
	Physics	-	-	1	2	2
	Chemistry	-	-	1	2	2
Design	Digital Design	2	2	2	2	2
Arts	Visual Arts	2	2	2	-	-
	Drama	2	2	2	-	-
Physical & Health Education		2	2	2	-	-
Extra curriculum lessons						
MYP induction		1	-	-	-	-
Robotics		1	1	1	1	1
Homeroom teachers		1	1	1	1	1
History of Georgia		2	2	2	-	-
Georgian for beginners		2	2	2	-	-

Group 1: Language and Literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner. To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language and literature, as well as details of internal assessment requirements.

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

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

European School offers English, Georgian and Russian languages in the Language and Literature subject group.

The objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The objectives represent "some of the essential processes of language: *“Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication”* (Lanning 2013: 19).

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Analyzing	Max 8
Criterion B: Organizing	Max 8
Criterion C: Producing text	Max 8
Criterion D: Using language	Max 8

Group 2: Language Acquisition

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. Savignon (1983)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are 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.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered.

We offer four languages in Language Acquisition subject group: English, French, German, Russian. Teaching and learning in language Acquisition is organized into six phases that correspond to MYP language levels (see the table).

MYP language level	MYP language phase
Emergent	Phase 1
	Phase 2
Capable	Phase 3
	Phase 4
Proficient	Phase 5
	Phase 6

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge.

The student's knowledge and understanding will be developed through:

- ◆ learning language
- ◆ learning through language
- ◆ learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Listening	Max 8
Criterion B: Reading	Max 8
Criterion C: Speaking	Max 8
Criterion D: Writing	Max 8

Group 3: Individuals and Societies

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

Some key career clusters that are associated with disciplines in MYP individuals and societies include:

- ◆ economics, finance and financial analysis
- ◆ business, management and administration
- ◆ education and training
- ◆ government and public administration
- ◆ law and public safety
- ◆ human services
- ◆ sustainability, conservation and environmental management.

The objectives of any MYP subject group state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP individuals and societies encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Knowing and understanding	Max 8
Criterion B: Investigating	Max 8
Criterion C: Communicating	Max 8
Criterion D: Thinking critically	Max 8

Group 4: Sciences

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 must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should 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.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

The aims of MYP sciences are to encourage and enable students to:

- ◇ understand and appreciate science and its implications
- ◇ consider science as a human endeavor with benefits and limitations
- ◇ cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- ◇ develop skills to design and perform investigations, evaluate evidence and reach conclusions
- ◇ build an awareness of the need to effectively collaborate and communicate
- ◇ apply language skills and knowledge in a variety of real-life contexts
- ◇ develop sensitivity towards the living and non-living environments
- ◇ reflect on learning experiences and make informed choices.

The objectives of MYP science courses encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Together these objectives reflect the holistic nature of science and the real-world work of scientists. They enable students to engage with all aspects of science, either through individual objectives or connected processes.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Knowing and understanding	Max 8
Criterion B: Enquiring and designing	Max 8
Criterion C: Processing and evaluating	Max 8
Criterion D: Reflecting on the impact of science	Max 8

Group 5: Mathematics

Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of this world.

Roger Bacon (1214-1294)

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. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.

Mathematics, then, is accessible to, and studied by, all students. Studying mathematics, however, is more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

In grades 9 and 10 Mathematics is organized in two levels of challenge: standard mathematics and extended mathematics.

◇ Standard mathematics aims to give all students a sound knowledge of mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics.

◇ Extended mathematics consists of the standard mathematics framework supplemented by additional topics and skills. This level provides greater breadth and depth to the standard mathematics framework. Within the prescribed framework, all MYP mathematics courses should ensure that students: apply mathematics to authentic real-life situations and perform investigations to discover patterns.

Standard level	Extended level
in grade 9 and 10	
5 lessons per week	5 lessons per week

The objectives of MYP subjects state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Knowing and understanding	Max 8
Criterion B: Investigating patterns	Max 8
Criterion C: Communicating	Max 8
Criterion D: Applying mathematics in real-life contexts	Max 8

Group 6: The Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to 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 develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Thinking creatively fits naturally in MYP arts, but can easily become a focus in other subject groups too. This objective is essential in modern education to address the need for student-centered learning and lifelong learning, looking towards a modern context of flexible employment and a higher demand for innovation and change in the workplace. As both an objective in the arts and an approach to learning (ATL) skill across the programme, heightened awareness of thinking creatively encourages students to develop metacognitive skills and become self-regulated learners.

Every person has the ability to be creative. In a rapidly changing world, it cannot be assumed that the knowledge and understanding that students develop during their formal education will be sufficient. Learning to think critically and creatively enables us to analyze situations, revisit challenges, create possible solutions, and innovate our way into a better future.

MYP arts also helps to prepare students for overall success in the DP and the CP through the use of concepts and contexts, through developing creativity, subject-specific skills and ATL skills. The knowledge, skills and attitudes that students develop in arts courses provide a meaningful foundation for further study and help to prepare students for careers in any people-oriented field of employment.

The objectives of Arts subject group define what the student will be able to accomplish as a result of studying the subject.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Knowing and understanding	Max 8
Criterion B: Developing skills	Max 8
Criterion C: Thinking critically	Max 8
Criterion D: Responding	Max 8

Group 7: Design

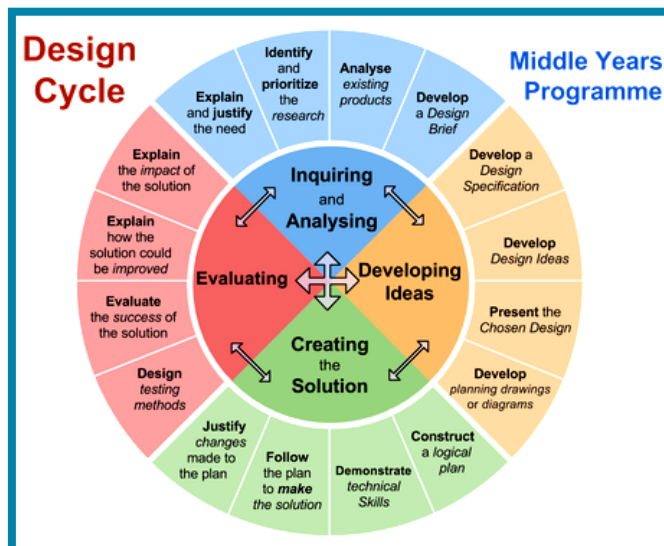
Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user.

Both the ideas of design and the process of design can only occur in a human context. Design is carried out by a community of people from a wide variety of backgrounds and traditions, and this has clearly influenced the way design has progressed at different times. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both 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 the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of 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 defined as a model, prototype, product or system that students have developed and created independently.



Together Design objectives reflect the knowledge, skills and attitudes that students need in order to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts; they represent essential aspects of design methodology.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Enquiring and analyzing	Max 8
Criterion B: Developing ideas	Max 8
Criterion C: Creating the solution	Max 8
Criterion D: Evaluating	Max 8

Group 8: Physical and Health Education

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”.

John F Kennedy

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

- ◆ use inquiry to explore physical and health education concepts
- ◆ participate effectively in a variety of contexts
- ◆ understand the value of physical activity
- ◆ achieve and maintain a healthy lifestyle
- ◆ collaborate and communicate effectively
- ◆ build positive relationships and demonstrate social responsibility
- ◆ reflect on their learning experiences.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Learning objectives = Assessment criteria	Maximal level of achievement
Criterion A: Knowing and understanding	Max 8
Criterion B: Planning for performance	Max 8
Criterion C: Applying for performance	Max 8
Criterion D: Reflecting and improving performance	Max 8

Extracurricular Subjects in MYP

Georgian language for Beginners

The European School offers foreign students to study Georgian language. The curriculum is designed so that the student is primarily able to develop the necessary skills that will make it easier to adapt to a new environment, a new society: reading, writing, listening, speaking, solving simple communication situations as well as providing other opportunities.

The aim of the program is for the student to be able to coexist in a culturally diverse and democratic society, which principally means accepting the culture of the country of which he or she has become a member. The student will be able to do it much more easily by mastering the language.

To make learning the language fun, there are plenty of activities planned for each lesson, using mainly auxiliary electronic resources and exercises, presentation or additional materials tailored to the individual needs of the students.

Role-playing games are also often used, through which students role-play in class the situation they encounter in real life. Texts about the history and cultural heritage of Georgia have been selected for the study of words. Thus, while studying the Georgian language, the student is introduced to the history and cultural environment of the host country.

History of Georgia in MYP

The History of Georgia course is initiated specifically for Georgian native speakers. The course encourages learners to respect and understand the country they live in and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors of Georgia that have an impact on a human being and environment. Students will be able to analyze the impact of positive or negative relationships with certain countries that affected the development of Georgia through time and space. The study of one's own country's history will help students to become responsible and caring citizens in a local and global understanding. The course will help the young to study local history and realize it in a global perspective and see the world as one unit.

History of Georgia considers a strong focus on inquiry and investigation. Students collect, describe and analyze data used in History of Georgia; 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.

FAB LAB and ROBOTICS

Robotics is an extracurricular subject in European School and mostly it consists of teaching how to use FabLab machines. A FabLab is typically equipped with an array of flexible computer-controlled tools that cover several different length scales and various materials, with a goal of being able to make “almost anything”. A FabLab is also a platform for learning and innovation: a place to play, to create, to learn, to mentor, to invent. To be a FabLab means connecting to a global community of learners, educators, technologists, researchers, makers and innovators; a knowledge-sharing network that spans 30 countries.

Originally designed for communities as prototyping platforms for local entrepreneurship, FabLabs are increasingly being adopted by schools as platforms for project-based, hands-on STEAM education. Help with the Robotics classes children learn by designing and creating objects of personal interest or import. Empowered by the experience of making something themselves, they both learn and mentor each other, gaining deep knowledge about the machines, the materials, the design process, and the engineering that goes into invention and innovation.

** Extracurricular Subjects don't have MYP assessment but comments during the process and at the end of semesters.*

Student Wellbeing Services

European School strives to support student wellbeing and has special procedures and structures that are fully described in ES Inclusion Policy (available on the school website and in the library). This policy has specific goals:

- To create a welcoming environment for each student;
- To ensure that students' learning needs are identified, evaluated, and supported;
- To clarify stakeholder expectations (students, parents and teachers)
- To identify staff roles and responsibilities.
- To guarantee students' full access to the written, taught and assessed curriculum.

MYP staff remembers acknowledge that:

- Students have different learning needs, abilities, language profile and aspirations;
- Differentiation and scaffolding promote effective learning;
- Students gain knowledge and skills at different rates through different means;
- Students are all capable and unique;
- Students are lifelong learners;
- The school is welcoming to all students.

The ES Inclusion Policy incorporates anti-bullying, child protection, behavior, health and safety regulations. The procedures for the well-being of students are effective. Student Wellbeing Service supervises procedures related to student emotional safety and well-being. The school ensures that procedures are in place to adequately support students' mental and physical health, as well as their emotional well-being. With more awareness about neurodiversity, special learning needs, and the importance of psychological counseling, the school employs qualified specialists, including psychologists, medical doctors and makes an effort to review and adapt its approaches, making them more effective.

The student wellbeing service provides short-term individual and group support to address mental, physical, and emotional concerns that may be impacting students' learning and their well-being. If a student requires long-term supervision and/or support, psychologists/counselors can assist with locating resources outside of school to further support the student.

Student Support Center is to nurture students' physical and psychological development. At the European School we realize that as well as academic achievement, the physical and psychological development of students is crucial to a positive environment and enriching school experience. We provide additional classes to support student learning needs. With a parent's consent, teachers and students fill out relevant Student Support Center paperwork to identify areas where students need extra help. Based on the data provided, an individual and group schedule is created to conduct one-on-one and group lessons.

EAL Programme (English as an Additional Language), supports students whose mother tongue is not English (that is the language of instruction), enabling them to develop the necessary reading, writing, speaking and listening skills to be successful in the academic process. During the process of admission to the European School, students will be identified if the need EAL support. The EAL teachers work in close co-operation with home-room teachers. The English as an Additional Language teachers work with individuals or small groups of students to further develop English competency. Students receive intensive regular support for several months. The EAL Programme is designed to help students become confident English learners both academically and socially. EAL classes take place during school hours as inclusion support.

Student Language Profiles

Language is central to all learning and transcends subject boundaries. It is fundamental to the development of each attribute of the student learner profile - providing access to knowledge, facilitating communication and giving a voice to thoughts, reflection and emotions. Every community member is a language teacher and learner, continually striving to develop and promote an understanding of, and appreciation for, the power of language. Language stimulates cultural identity and global awareness. We support this through the development of fluency in English as the language of instructions, the teaching of other languages and the celebration and mother tongue support.

Every MYP student had Language Profile depending on the learning needs, academic and cultural background. During the Admission process, prospective students participate in the Placement Test and interview with MYP senior leadership member and Heads of Departments (Language and Literature and Language Division). All the special procedures and instructions are fully described in the ES Admission Policy (available on the school website and in the library).

MYP structure has two obligatory language subject groups:

Language and Literature (English, Georgian and Russian languages are offered at European School)

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
 - develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
 - develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
 - engage with text from different historical periods and a variety of cultures
 - explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
 - explore language through a variety of media and modes
 - develop a lifelong interest in reading
 - apply linguistic and literary concepts and skills in a variety of authentic contexts.

Language Acquisition (English, German, French and Russian languages are offered at European School)

The aims of MYP Language Acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Student Language Profiles

Georgian for Beginners

We also provide extra curricular language subject of Georgian for Beginners to fully support the Host Country Language.

As an international school, we have a special responsibility to recognize and support our students in the learning of the host country language. The acquisition of the host country language enriches the personal experience of living in the host country and allows students to communicate and socialize with their host country community. It also gives a deeper awareness of cultural values, traditions and social norms different from their own. Learning another language brings greater awareness and understanding of one's home language, culture and cultural identity.

During the learning of the host language, the following areas are covered:

- ◆ Learning how to use Georgian in everyday situations, for social interactions and in leisure activities. Topics include: making friends and visiting, shopping and money, clothes, weather, the seasons, food and eating out and leisure time activities
- ◆ Investigating Georgia and Georgian Culture, its customs, traditions and holidays, history and geography
- ◆ Learning Georgian language and how it works compared to other languages

Georgian for Beginners is an obligatory extra curriculum subject for students who don't learn Language and Literature Georgian. If these students choose Language and Literature Russian, they have the right not to attend Georgian for beginners.

Mother Tongue

Students, whose mother tongue is not language of instruction, have support in language development in class and home assignments differentiation, individual language programmes and/or contact list of linguistic and cultural centers, if we have a request from parents. Parents are also encouraged to read, write, and speak with their children, especially in their native language as these skills will transfer over to their development in English. The aim is for them to maintain and develop their mother-tongue. Where possible, students are encouraged to continue their studies by attending linguistic and cultural centers to learn their mother-tongue. Library resources will continue to be developed in order to build a wide range of materials in mother-tongue to include; language books, culture and heritage specific as well as general reference books, and interactive media.

European school MYP Language Requirements

Please note that to meet IB Middle Years Programme requirements, a student must have minimum one language from Language and Literature and one language from Language Acquisition subject group.

In Grades 6-10, European School offers:

- ◆ Language and Literature: Georgian, English and Russian.
- ◆ Language Acquisition: English, German, French and Russian.
- ◆ During the admission process, every student has an interview, placement test and completes the Language Profile Survey.

Based on the mentioned above information students are recommended the choice of subjects.

Language and Literature subject group:

- ◆ LL/Georgian language is recommended if a student is a citizen of Georgia and this language is his/her mother/first tongue.
- ◆ LL/English is obligatory but only if a student demonstrated an appropriate level of proficiency during the placement test.
- ◆ LL/Russian language is recommended if this language is his/her mother/first tongue.

Language Acquisition subject group:

- ◆ LA/English is obligatory if a student demonstrated inappropriate/low level of proficiency during the placement test.
- ◆ Additionally to LA/English and LL/ English, we recommend one of these languages: French or German or Russian. The choice depends on the students request and group availability.

Every student's request in language/group choice must be discussed with the Head of Department and Head of MYP. The decision is made according to the school's Language Policy and IB regulations.

MYP home assignments

MYP home assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond. Home assignments are intended to reinforce work covered in class and to further practice and develop subject specific skills including self-discipline, organization and self-reliance. Setting home assignments is seen as an important way to develop the independence of learners and their ability to research and reflect on the inquiry cycle and conceptual understanding of the statement of Inquiry.

Teachers need to be fair while setting home assignments and be supportive in terms of helping students plan and organize their time. Teachers and students should openly discuss the issues with the home assignments instructions, deadlines and load; differentiation should be applied from a teacher's side with parents involvement and consent.

ManageBac is the only official platform for home assignment communication: teachers provide instructions and students upload completed assignments on ManageBac via Dropbox.

Teachers have the right to take time for assessment of students' home assignments depending on the nature and specification of the task. Teachers should upload comments and/or achievement levels to the Gradebook on ManageBac giving students and parents an opportunity to see the progress or lack of progress and plan actions for further improvements (recommended time for teachers' feedback: minimum is 2 days and maximum is one week).

If the home assignment was not submitted, the subject teacher will inform parents and a student about non compliance on ManageBac. The teacher will allocate N/A (not applicable) in the Grade Book on ManageBac. The student and parents should take into consideration that such comments as N/A (not applicable) will negatively affect the final semester and/or end of year grades and Report Cards. All the special procedures and instructions are fully described in ES Assessment Policy (available on the school website and in the library).



It is a subject teacher's responsibility to inform parents and a student about resubmission and /or amendments of the home assignment and the extended deadline. Setting deadlines and helping students to stick to them is important for developing ATL skills and taking responsibility for their own learning. Home assignment is a necessary adjunct to classroom teaching, and all students can expect to receive assignments according to the home assignment schedule and implied differentiation.

In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of home assignments and involve students in the discussion about the rational deadlines. Students are responsible for organizing their time appropriately to manage home assignments.

Remote Teaching & Learning in MYP

Remote Teaching and Learning in MYP takes on many different forms and in many different settings. Our Remote Teaching and Learning Experience is the very type of experience that our MYP students are prepared to take on and to grow from, independently, with their peers, and even with their families. The clear goal for these days is to be analogous to the students' experiences on typical days at school to interact, engage, grow, and, ultimately, learn.

MYP Remote Learning will provide opportunities to enhance knowledge, encourage new ways of acting, develop ATL skills, support IB Learner Profile formation. In order to guarantee the quality of teaching and learning, meet MYP standards and practices together with parents' expectations, we decided to use ManageBac and Google Hangouts/meet platforms for ASYNCHRONOUS and SYNCHRONOUS communication.

Our "online friends" are:

- ⇒ ManageBac: For ASYNCHRONOUS communication: attendance, instructions, tasks, assessments, behavior comments and emails to students and parents.
- ⇒ Gmail, Google Calendar and Google Hangouts/meet: For online live lessons: google hangouts / meet platform will be used for every timetabled online live lesson.

If you have any concerns about ManageBac, google calendar or Google meet platforms, please, contact your Homeroom teachers. For planning and organizing online live communication, we created google calendars for every class and sent them to students. Students need to add them and use them for online live lessons.

Remote Learning school day

Homeroom registration starts with "Check in" at 8:45 via Google Hangouts Meet platform with the follow up ManageBac attendance amendments.

The invitation to this Google Hangouts Meet is on Google Calendar (sent via European School emails). Remote Learning school day is organized according to the school timetable. Homeroom teachers will have 15 minutes' afternoon "Check out" session with the students. Students should be online for morning and afternoon sessions via Google Hangouts Meet.

Structure of the Remote Learning Day

Every lesson is conducted in synchronous format via Google Hangouts/meet platform and lasts 30 minutes in grade 6 and 35 minutes in grades 7-10. The teacher has a lesson plan, PowerPoint presentation, uploaded on ManageBac with instructions and timing; the teacher is interacting with students, teaching them and involving them in inquiry based activities. At home/offline students work independently, monitoring time and uploading completed task(s) on ManageBac for teacher's assessment.

Assessment

Students will participate in various assessment activities for self/peer and criterion based assessments.

The ManageBac calendar will have tasks (homework/classwork) for every day lesson.

Students will upload completed tasks on ManageBac twice a week for LL English, Georgian and Russian, LA English and for Mathematics, other subjects will require completed tasks to be submitted once a week. These tasks are MYP related and/or criterion based (formative or summative). Teachers will assess these tasks promptly and in a timely manner providing levels of achievements and/or comments to inform students and parents about academic progress.

Dress code and environment during the online communication should be considered. The environment should be supportive for all the participants, NO disruptive sounds and/or behaviour during the live online communication.

General Behavior rules for Remote Learning

- Students have to attend online lessons according to the European School's schedule;
- Students have to be on time in the online lessons;
- Students have to prepare all necessary materials/equipment in advance;
- Students have to follow the teacher's instructions unconditionally;
- Video calls should only be started by the teacher when starting the online lessons;
- Students have to switch their cameras on during the online lessons;
- Students have to greet the other participants in polite way and be always polite and positive during the online lessons;
- Students aren't allowed to use slang or profanity in their communication;
- Students have to switch off the microphone, while another student is speaking during the online lessons;
- Students have to use chat only with the teacher's permission to ask/answer questions;
- Students have to chat only for academic and educational purposes;
- Students have to switch off their mobile phones and they aren't allowed to use computers inappropriately;
- Students aren't allowed to communicate in social networks during the online lessons;
- Students have to use only earphones during the online lessons;
- Students aren't allowed to change personal or any other participant's profile pictures;
- Students aren't allowed to use nicknames for profiles. They have to use their ManageBac names;
- Students aren't allowed to mute/unmute/add/remove other participants;
- Students aren't allowed to leave the online lesson without the teacher's permission;
- Students/helpers have to notify their teacher in case of having any technical problem during or after the online lessons;
- Students have to end their video call by the end of the online lessons;
- Students have to be isolated during the online lessons and with the parent or other helper, if necessary;
- Students have to be isolated with a neutral background in order to protect the personal information of the student's family;
- For a smooth online learning process, the student's parent / legal representative is responsible for providing the student with all the necessary equipment such as a personal computer / laptop, camera and headphones;
- Students have to sit at the table. Learning from a sofa or bed is not allowed;
- Students aren't allowed to eat or drink during the online lessons;
- Students during the online lessons have to be dressed in an academic way;
- During the online lessons photo/video recording and subsequent distribution is prohibited for the purposes of protecting the personal information of the persons involved in the process;
- Students have to be aware of the fact that the online learning process is analogous to the traditional learning method and in order to carry out the process successfully they have to comply with the general rules set by the European school.

Consequences:

1. In case of inappropriate and/or disruptive behavior during the online lessons students and /or a teacher have to immediately inform the homeroom teachers about the incident.
2. The teachers have to write a note, make it visible for parents, email them and make sure they receive the information;
3. The teachers have to monitor process and discuss every case with a student, his/her parents, MYP coordinator and the Head of MYP;
4. In case there are further disruptive behavior incidents (more than 3 cases), school has to involve the Head of IB Programmes and European School Director to limit or even restrict the participation of the "disruptive students" in online lessons.

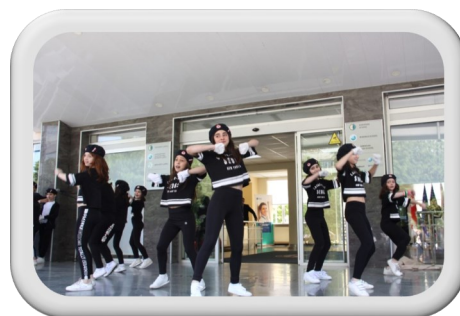
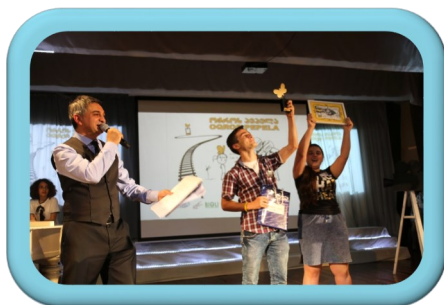
Extracurricular Activities in MYP

To enhance and enrich the learning environment, we offer a wide range of extracurricular activities for students who want to discover and learn something new.

From individual and team sports to dance, art, foreign language, robotics, and programming classes, activities vary by age and largely depend on the interests of the children. These clubs are run by professional club providers and coaches.

Besides, our students participate in student leadership and community service opportunities throughout the year. Please see below for a comprehensive list of the clubs available.

- ◆ Football club
- ◆ Basketball club
- ◆ Tennis club
- ◆ Chess club
- ◆ Karate club
- ◆ Drama studio
- ◆ ESTV
- ◆ Guitar studio
- ◆ Dance club
- ◆ Eco club
- ◆ Robotics club
- ◆ Russian Language club
- ◆ Art studio
- ◆ Chinese language club
- ◆ Ballet studio
- ◆ Hip-Hop
- ◆ French language club



MYP Student Council

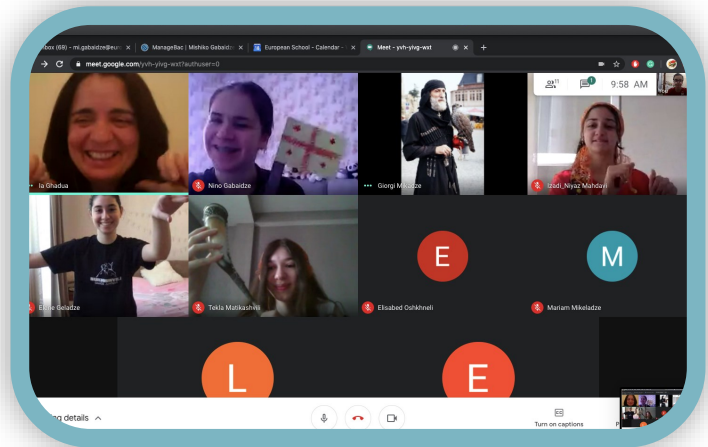


At the European School, we believe that students should be given a wide range of opportunities to develop and practice leadership skills in preparation for life beyond school.

Although there's a long list of leadership activities students can choose to participate in, Student Council easily takes the leading role in supporting the school's goal and thus IB mission of creating a better place where everyone practices diversity and international mindedness – trying new things, finding solutions, and embracing their responsibilities of being a global citizen.

While promoting effective learning, creating welcoming environment and developing IB culture, we can guarantee

that students become knowledgeable, reflective and open minded inquirers and thinkers through participation in a range of leadership activities. They become more confident and skillful communicators, when they work in collaboration with others. Students learn to be resourceful and resilient in the face of challenges and become risk-takers while working independently and cooperatively to launch new projects and promote innovative student's initiatives. They become more principled, developing 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 to support a welcoming physical and virtual environments and culture. Becoming more caring includes respecting the ideas of others. They will recognize our interdependence with other people and with the world in which we live to deepen understanding the importance of mental, physical, emotional well being and the necessity to be **balanced** in different aspects of our lives.



MYP Student Council provides a forum where representatives from different year groups raise, discuss, and propose resolutions for issues that are important to the students they represent.

The MYP Student Council aims to:

- ◆ make sure that all students have a place to articulate and express their concerns
- ◆ encourage all students in school to suggest improvements and areas for development
- ◆ build good relationships inside the school community as well as between the school and the broader community.



IB MYP Assessment and Criteria

Assessment in MYP is the integral part of teaching and learning processes. According to the results of assessment it is possible to judge the effectiveness of teaching focusing on strengths and limits of students' abilities. Aims and means of assessment are identified by teachers thus students and parents are informed about them. (according to ES Assessment policy).

MYP assessment system promotes achieving MYP aims and objectives because:

- ◆ It has the “criterion- related” approach and gives opportunity to identify to what extent the conceptual understanding was developed or practical skills have been formed.
- ◆ It records changes of students' general level of preparation as well as dynamics of their success in ATL skills development.
- ◆ It is transparent in the sense of awarding current and final levels that align to the aims of each task.
- ◆ It reflects, encourages and develops self-assessment and awareness of assessment principles for students.
- ◆ It ensures contact between teacher, student, parents, homeroom teachers and European School leadership team.
- ◆ It reflects a unified approach to assessment procedures for subject teachers and teachers working with SEN students.
- ◆ It is built to support a positive ‘growth mindset’. When assessing a student's skills and knowledge, we compare his/her current level only with his/her previous level and not with the results of other students.

Consecutive application of mentioned aspects gives teachers and students broad opportunities for positive use of assessment as a tool necessary for the successful education and formation of the IB learner profile attributes.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Internal **summative** assessment is part of every MYP unit. Summative assessment tasks are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria (see appendix 1). Students' achievements are regularly recorded in the **Grade Book on ManageBac** to provide appropriate feedback and guarantee further progress.

Twice a year both students and teachers are involved in the process of final reflection and self evaluation of ATL skills which is recorded in the **Reports Cards**.

Report cards are sent to parents twice a year (in December and June); They include information about achievement levels in each criterion, predicted and final grades, information about IB Learner Profile, Service and Action, ATL skills formation and achievements; subject and homeroom teachers' comments.

MYP Assessment Criteria

MYP Criteria & subject groups	Criterion A Maximum 8	Criterion B Maximum 8	Criterion C Maximum 8	Criterion D Maximum 8
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition/ from 2020	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Enquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics/ from 2020	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life context
Arts	Knowing and understanding	Developing skills	Thinking critically	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying for performance	Reflecting and improving performance
Design	Enquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

MYP Grades

The final MYP grade (1-7) is the total of achievement levels for each criterion reflecting realistic level of student's achievements. Teachers use the criteria related approach to assign summative levels throughout the year. The academic year consists of 37 academic weeks and is divided into 2 semesters. Awarding the MYP grade takes place in the end of each semester. During each unit teachers develop assessment tasks considering the key concept of the unit, observing students' achievements on each criterion upon the results of assessment and recording them in the Grade Book on ManageBac.

When awarding the final (or predicted) grade every teacher follows the IB/MYP requirements. Judgments are made on the various tasks and teachers determine the single most appropriate level for each criterion (where the judgments for a criterion differ, the teacher must decide which level best represents the student's final standard of achievement), then final levels for each criterion are added together to give a final criterion level total for the subject for each student. All MYP subject teachers use the prescribed MYP 1-7 scale grade boundaries (MYP: From Principle into Practice, page 93).

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

European School Academic Integrity

What do we mean by Academic Integrity?

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (International Baccalaureate Organization).

Being academically honest means, for a student of European School, expressing oneself:

- Using one's own words, diagrams, pictures, graphs and other forms of communication
- Using properly referenced quotes, diagrams, pictures, graphs and other forms of communication that have been made by others.
- Clearly noting one's own contribution to collaborative efforts and noting those of others fairly.
- Following the rules of test and examination taking.
- Being a Principled learner who realizes the importance of gaining recognition for (the products of) personal development; recognizing and acknowledging what he/she has learnt and understood from others.

How do we get there?

Teachers need to:

- Explicitly notify and explain the value of Academic Integrity Policy (available on the school website and in the library) and methods of referencing (MLA 8) structuring any inquiry process;
- Be vigilant and make concerted attempts to detect breaches of academic integrity;
- Encourage students to be academically honest in presenting evidence of their own learning in order to be helped to improve;
- Help students by structuring assignments so that they can make a fair attempt at each assignment without resorting to academic dishonesty;
- Structure assignments so that the possibility of plagiarism is limited (different topics for different students, submission of notes, plans, drafts) those of others fairly;
- Following the Academic Integrity Policy and be aware of the consequences and sanctions in case of academic misconduct.



To be explicit:

Students will not:

- Copy another student's assignment or part of an assignment;
- Let anyone copy your assignments or help them in cheating in any form;
- Copy from another student's paper (test, exam, quiz, etc.);
- Communicate and/or share information for any assessment task (if it is an individual task);
- Cheat in a summative or formative assessment task by using unauthorized notes or other systems;
- Invent or alter data collected during a practical investigation;
- Have anyone else do your assignments for you. This means other students, parents, tutors, brothers or sisters, friends, etc.
- Plagiarize by cutting and pasting or copying the work of the others from the internet;
- Plagiarize by pretending the ideas of others are your own. It is good to use the ideas of others, but you must reference them (use MLA 8 Guide available on ManageBac and in the library);
- Plagiarize by using a language translator to change from one language to another, pretending that you wrote it;
- Use a past assignment you or someone else did without discussing with the teacher before starting the assignment
- Pretend that you did your share of a collaborative assignment when you did not
- Forge a signature;
- Be dishonest in any way that gives a false impression of your learning and achievement.

Procedures and consequences

To assist students, parents, and teachers in understanding the importance of developing an academically honest approach to all aspects of the IB Programmes, internal and external sanctions are in place.

Internal sanctions are those used by European School and refer to criterion and non-criterion formative and criterion-based summative assessment tasks (classwork or homework and will include):

First Offense:

1. The subject teacher will inform parents about the incident via MangeBac in the Behaviour Tab (Academic Honesty section).
2. The student is required to re-submit the updated work if it is a criterion or non-criterion formative task and verbally reminded of the academic integrity policy requirements.
3. The student's summative criterion-based work will be awarded Zero on ManageBac until the student re-submits the updated summative work with all Academic Integrity requirements met.
4. The homeroom teacher will record the case in the weekly Behaviour analysis document and inform the MYP coordinator.

Second Offense:

1. The subject teacher will inform parents about the incident via MangeBac in the Behaviour Tab (Academic Honesty section).
2. The student's formative or summative criterion-based work will be awarded Zero without a re-submission option. The subject teacher will email parents and the student about the case and remind that a "Zero" summative assessment will negatively affect the end of the semester Grade. It is possible that the end semester Grade will be N/A "not applicable".
3. The homeroom teacher will arrange a Supportive Instructional meeting with a student and Librarian to discuss academic integrity policy requirements and participation in Positive Behaviour Club (45 minutes lesson: writing 500 words Essay "Academic Integrity Rules"). Positive Behaviour Club will be conducted by the librarian.
4. The homeroom teacher will record the case in the weekly Behaviour analysis document and inform the MYP coordinator.



Procedures and consequences

Third Offense:

1. The subject teacher will inform parents about the incident via MangeBac in the Behaviour Tab (Academic Honesty section).
2. The student's formative or summative criterion-based work will be awarded Zero without a re-submit option. The subject teacher will email parents and the student about the case and remind that a "Zero" summative assessment will negatively affect the end of the semester Grade. The end semester Grade may be N/A "not applicable".
3. The homeroom teacher will arrange a Supportive Instructional meeting with the student, parent, librarian, and MYP Coordinator to discuss academic integrity policy requirements and student participation in Positive Behaviour Club (2 lessons: writing two Essays "Academic Integrity Rules" and "Consequences of Academic Misconduct"). Positive Behaviour Club will be conducted by the librarian.
4. The homeroom teacher will record the case in the weekly Behaviour analysis document and inform the MYP coordinator.

Fourth Offense

1. The subject teacher will inform parents about the incident via MangeBac in the Behaviour Tab (Academic Honesty section); email to MYP Coordinator and Head of MYP.
2. The student's formative or summative criterion-based work will be awarded Zero without a re-submit option. The subject teacher will email parents and a student about the case and remind that a "Zero" summative assessment will negatively affect the end of the semester Grade. It is possible that the end semester Grade will be N/A "not applicable".
3. Senior Leadership members will have a meeting to discuss the incident.
4. The homeroom teacher will invite parents to have a meeting with the Head of IB programs and /or Head of School to discuss academic integrity policy requirements and internal/external suspension.
5. The homeroom teacher will record the case in the weekly Behaviour analysis document and inform the MYP coordinator.

External Sanctions

External consequences are those applied by the IB and relate specifically to externally moderated pieces of work, for example, Personal Project. (The sanctions for E-Assessment academic misconduct will be provided when the school decides to register students for external assessment; not for the 20-21 academic year)

European School MYP Certificates in grade 10

The European School has strong traditions. We have been developing IB programmes since June 2013 and we have a long and unique history of which we are proud.

ES MYP Certificates are awarding documents which celebrate the final year of Middle Years Programme for students in grade 10.

Our school developed its own system of school internal certification. Every student from grade 10 is to be registered and must meet the following requirements:

- Be registered for school internal certification procedure and external moderation of the Personal Project
- Complete all summative assessment tasks (achieve not less than grade 2)
- Get a total point score total of at least 32/49 points overall from the 6 subject groups and Personal Project
- Be awarded at least grade 3 out of 7 in the Personal Project external moderation
- Meet all requirements of Service & Action
- Have a minimum of 90% attendance in each registered subject group
- Students of the European School will also receive Records of Achievements.

The school receives personal project moderation results annually in August. After that, the decision about ES MYP Certificates and Records of Achievements is made.

Note: To get more information about the admission process to the Diploma Programme, please contact DP coordinator.





MYP staff	Name	Email	Mobile phone
Grades' 6 A, B homeroom teacher	Ms Mariam Nikolashvili	mari- am.nikolashvili@europeanschool.ge	555415138
Grades' 7 A, B homeroom teacher	Ms Mariam Sirabidze	mariam.sirabidze@europeanschool.ge	599127405
Grades' 7 C, D homeroom teacher	Ms Teona Tkhelidze	teona.tkhelidze@europeanschool.ge	598659651
Grades' 8 A, B homeroom teacher	Ms Natia Beridze	natia.beridze@europeanschool.ge	577050684
Grades' 9 A, B homeroom teacher	Ms Maka Melikishvili	maka.melikishvili@europeanschool.ge	599581130
Grades' 10 A, B homeroom teacher	Ms Mariam Tsakadze	mariam.tsakadze@europeanschool.ge	599467899
Librarian/Personal Project Coordinator	Ms Nana Patsia	n.patsia@europeanschool.ge	599103332
ATL Coordinator	Ms Nino Baslandze	nino.baslandze@europeanschool.ge	571582543
Psychologist	Ms Mariam Datusani	mariam.datusani@europeanschool.ge	597125901
Child Protection Officer	Ms Eliso Chelishvili	e.chelishvili@europeanschool.ge	599715949
Digital transformation Assistant	Ms Nina Bitskinashvili	nina.bitskinashvili@europeanschool.ge	591819717
MYP/Service as Ac- tion Coordinator	Ms Linda Tsitskishvili	l.tsitskishvili@europeanschool.ge	599210848
Head of MYP	Ms Oxana Akimova	oxana.akimova@europeanschool.ge	591145053
Head of IB Pro- grammes	Dr Brice Bomo	brice.bomo@europeanschool.ge	599939887
Admission & Enroll- ment Office Manager	Ms Nona Shengelaia	ona.shengelaia@europeanschool.ge	(+995 32) 239 59 64 (+995 32) 2 14 15 16
Financial department	Ms Nino Kakabadze	ino.kakabadze@europeanschool.ge	(+995 32) 214 15 16
European School Director	Ms Sophio Bazadze	s.bazadze@europeanschool.ge	(+995 32) 239 59 64 (+995 32) 214 15 16

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