

Vientiane International School

International Baccalaureate Middle Years Programme (IBMYP) Curriculum Guide



Secondary Curriculum



Vientiane International School

**International Baccalaureate
Middle Years Programme (IBMYP)
Curriculum Guide 2016-2017**

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Challenging, Inspiring and Preparing Learners for Life



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SECTION ONE – What is the MYP?

1.1 VIS Mission and Objectives

1.1.1 Mission

At Vientiane International School our mission is to *challenge, inspire and prepare learners for life*. We provide a safe, respectful, collaborative and sustainable learning environment, a high quality holistic education, empower learners to be internationally minded global citizens and enrich learning experiences through interaction with the Lao community and our international communities.

1.1.2 Objectives and Outcomes

We provide a safe, respectful, collaborative and sustainable learning environment

- Students have a sense of identity and feeling of belonging, within the VIS community
- VIS is a healthy and safe school which has a respectful, caring and supportive learning environment with an awareness of human rights
- An environment of collaboration exists
- Practices and understandings are followed for sustainable growth and development
- Parents, teachers and students are actively involved in the process of learning

We provide a high quality holistic education

- The VIS community demonstrates the IB Learner Profile characteristics and attitudes
- Students experience a balanced and holistic education and demonstrate the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- VIS delivers the International Baccalaureate, an internationally recognized curriculum
- Students are challenged and motivated to reach their potential
- Students are creative and critical independent thinkers with life long learning skills

We empower learners to be internationally minded global citizens

- The VIS community is committed to community service and action
- Students are confident and creative builders of the future
- The VIS community demonstrates intercultural awareness and a sense of internationalism
- Students are able to communicate effectively in more than one language

We enrich learning experiences through interaction with the Lao community and our international communities

- Students are aware, understand and appreciate the culture of Lao PDR
- The VIS community collaborates with the international and Lao communities.



1.2 The Learner Profile

The attributes of the profile express the values inherent to the IB continuum of international education: these are values that are infused in all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of our IB World School.

The Learner Profile provides a long-term vision of education. It is a set of ideals that inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

With the development of a continuum of international education, teachers, students and parents are able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness. The IB Learner Profile is at the heart of this common framework, as a clear and concise statement of the aims and values of the IBO, and an embodiment of what the IBO means by “international-mindedness”. Please note that the Learner Profile is translated in to Lao on the following page.

IB Learner Profile	Learner Attributes that we all need to develop
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.
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 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.
Balanced	They understand the importance of 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.
Risk-taker	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.
Inquirers	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.
Thinker	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicator	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.
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.

IB Learner Profile

ຈຸດປະສົງທັງໝົດຂອງຫຼັກສູດ IB ທັງໝົດແມ່ນເພື່ອພັດທະນາຜູ້ທີ່ມີແນວຄິດຈິດໃຈສາກົນເຊິ່ງເປັນຜູ້ທີ່ມີຄວາມຮັບຮູ້ຂອງຄວາມເປັນມະນຸດສາມັນຊົນ ແລະ ຮ່ວມໃນການປົກປ້ອງໂລກຈັກກະວານເພື່ອສ້າງໃຫ້ໂລກເຮົາດີຂຶ້ນ ແລະ ມີຄວາມສະຫງົບສຸກຂຶ້ນ.

ນັກຮຽນຫຼັກສູດ IB ຈະພະຍາຍາມພາກພຽນຮຽນຮູ້ເພື່ອກາຍເປັນ:

Principled ມີລະບຽບວິໄນ:

ພວກເຮົາປະພຶດຕົນດ້ວຍຄວາມຊື່ສັດສຸດຈະຫຼີດ, ຍືດໝັ້ນໃນຄວາມເປັນທຳ ແລະ ຄວາມຍຸດຕິທຳຢ່າງໜຽວແໜ້ນ, ມີຄວາມເຄົາລົບຕໍ່ສັກສີ ແລະ ສິດທິຂອງຄົນອື່ນຢູ່ທຸກສະຖານທີ່. ພວກເຮົາມີຄວາມຮັບຜິດຊອບຕໍ່ການກະທຳ ແລະ ຜົນການກະທຳຂອງພວກເຮົາເອງ.

Balanced ມີຄວາມສົມດຸນ:

ພວກເຮົາເຂົ້າໃຈເຖິງຄວາມສຳຄັນຂອງຄວາມສົມດຸນໃນດ້ານຕ່າງໆຂອງຊີວິດຂອງພວກເຮົາເຊັ່ນ: ທາງດ້ານສະຕິປັນຍາ, ທາງດ້ານຮ່າງກາຍ ແລະ ທາງດ້ານອາລົມ - ເພື່ອໃຫ້ເກີດຄວາມເປັນຢູ່ທີ່ດີສຳລັບພວກເຮົາເອງ ແລະ ຄົນອື່ນ. ພວກເຮົາຄຳນຶງເຖິງການເພິ່ງພາກັນຂອງພວກເຮົາກັບຄົນອື່ນໆ ແລະ ກັບໂລກທີ່ພວກເຮົາອາໄສຢູ່.

Knowledgeable ມີຄວາມຮອບຮູ້:

ພວກເຮົາພັດທະນາ ແລະ ນຳໃຊ້ຄວາມເຂົ້າໃຈແນວຄວາມຄິດ, ເພື່ອຊອກຄວາມຮູ້ໃຫ້ຫຼາກຫຼາຍສາຂາວິຊາທີ່ແຕກຕ່າງກັນ. ພວກເຮົາມີສ່ວນຮ່ວມກັບບັນຫາ ແລະ ຄວາມຄິດທີ່ມີຄວາມສຳຄັນໃນລະດັບທ້ອງຖິ່ນ ແລະ ລະດັບໂລກ - ສາກົນ.

Thinkers ຄົນມັກໃຊ້ຄວາມຄິດ:

ພວກເຮົາໃຊ້ທັກສະການຄິດຢ່າງມີວິຈາລະນະຍານ ແລະ ສ້າງສັນເພື່ອວິເຄາະ ແລະ ແກ້ໄຂບັນຫາທີ່ຊັບຊ້ອນຢ່າງມີຄວາມຮັບຜິດຊອບ. ພວກເຮົາຝຶກຝົນຄວາມຄິດລິເລີ່ມໃນການໃຫ້ເຫດຜົນ ແລະ ການຕັດສິນໃຈຢ່າງມີຈັນຍາບັນ.

Reflective ທົບທວນກ່ຽວກັບຕົວເອງ:

ພວກເຮົາຄິດຄຳນຶງເຖິງໂລກ, ຄວາມຄິດ ແລະ ປະສົບການຂອງພວກເຮົາເອງຢ່າງເລິກເຊິ່ງ. ພວກເຮົາພະຍາຍາມເຂົ້າໃຈຈຸດດີ ແລະ ຈຸດອ່ອນຂອງພວກເຮົາ ເພື່ອສະໜັບສະໜູນການຮຽນຮູ້ ແລະ ພັດທະນາພວກເຮົາເອງ.

Open-minded ເປີດໃຈຮັບສິ່ງໃໝ່ໆ:

ພວກເຮົາຮູ້ຄຸນຄ່າຢ່າງສູງຂອງປະຫວັດຄວາມເປັນມາ ແລະ ວັດທະນະທຳຂອງພວກເຮົາເອງເຊັ່ນດຽວກັບຮູ້ຄຸນຄ່າ ແລະ ວັດທະນະທຳອື່ນໆຂອງປະເພນີຂອງບຸກຄົນອື່ນ. ພວກເຮົາຄົ້ນຄົ້ວຮູ້, ປະເມີນຄວາມຄິດເຫັນທີ່ຫຼາກຫຼາຍ ແລະ ພ້ອມທີ່ຈະເຕີບໂຕ ແລະ ຮຽນຮູ້ຈາກປະສົບການຕົວຈິງດ້ວຍຄວາມເຕັມໃຈ.

Caring ການເອົາໃຈໃສ່ຜູ້ອື່ນ/ສິ່ງຂອງ:

ພວກເຮົາສະແດງຄວາມເມດຕາ, ຄວາມເຫັນອີກເຫັນໃຈ ແລະ ຄວາມເຄົາລົບນັບຖື. ພວກເຮົາມີຄວາມມຸ້ງໝັ້ນຕໍ່ການໃຫ້ຄວາມຊ່ວຍເຫຼືອ ແລະ ສ້າງຄວາມແຕກຕ່າງໃນແງ່ທີ່ດີໃຫ້ກັບຊີວິດຂອງຜູ້ອື່ນໆ ແລະ ໃນໂລກອ້ອມຂ້າງຕົວເອງ.

Communicators ນັກສື່ສານ:

ພວກເຮົາສະແດງອອກຄວາມເປັນໂຕເອງຢ່າງໝັ້ນໃຈ ແລະ ຢ່າງສ້າງສັນໃນຫຼາຍກວ່າໜຶ່ງພາສາ ແລະ ໃນຫຼາຍວິທີທາງ. ພວກເຮົາເຮັດວຽກຮ່ວມກັນຢ່າງມີປະສິດທິພາບ ແລະ ຮັບຟັງຄວາມຄິດເຫັນຂອງບຸກຄົນ ແລະ ກຸ່ມອື່ນໆ ຢ່າງຕັ້ງອີກຕັ້ງໃຈ.

Inquirers ຄົນມັກຄົ້ນຄ້ວາຮູ້:

ພວກເຮົາຮັກສາການຊອກຮູ້ຮູ້ຮູ້, ພັດທະນາທັກສະໃນການສອບຖາມ ແລະ ຄົ້ນຄ້ວາ. ພວກເຮົາຮູ້ວິທີການຮຽນດ້ວຍຕົວເອງ ແລະ ຮຽນຮູ້ກັບຄົນອື່ນ. ພວກເຮົາຮຽນດ້ວຍຄວາມກະຕືລືລົ້ນ ແລະ ຮັກສາຄວາມຮັກໃນການຮຽນຮູ້ໄວ້ຕະລອດຊີວິດ.

Risk-takers ຄົນມີຄວາມກ້າທີ່ຈະສູງໆ:

ພວກເຮົາກ້າປະເຊີນກັບຄວາມບໍ່ແນ່ນອນດ້ວຍຄວາມສຸຂຸມ ແລະ ຄວາມມຸ້ງໝັ້ນ; ພວກເຮົາເຮັດວຽກດ້ວຍຕົນເອງຢ່າງມີອິດສະຫຼະ ແລະ ມີການຮ່ວມມືກັບຄົນອື່ນໃນການຮຽນຮູ້ຄວາມຄິດ ແລະ ຍຸດທະວິທີໃນການຮຽນໃໝ່ໆ. ພວກເຮົາມີແຫຼ່ງຄວາມຮູ້ ແລະ ມີຄວາມຍືດຍຸນໃນການປະເຊີນກັບຄວາມທ້າທ້າຍ ແລະ ການປ່ຽນແປງ.



1.3 The Fundamental Concepts of the MYP

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgements.

From its beginning, the MYP was guided by three principles that have had special currency for learners aged 11–16, inspired by the IB mission: **holistic learning**, **intercultural awareness** and **communication**. These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP. They represent an early attempt to establish a philosophy of international education that the IB now recognizes more fully with the adoption of the IB learner profile across the IB continuum.

Holistic learning, intercultural awareness and communication are implied in or are a part of the IB learner profile, especially in the attributes “balanced”, “open-minded” and “communicators”.

1.4 The Middle Years Programme at VIS

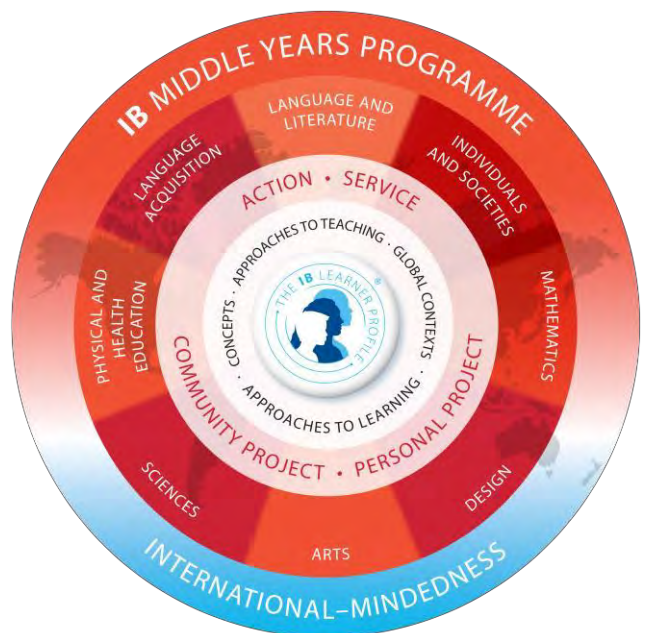
The MYP promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the MYP aims to educate the whole person for a life of active, responsible citizenship. Underlying the MYP programme is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

At VIS all staff, students and parents are recognised as learners. We are all striving for our actions and characteristics to reflect the IB learner profile. Collaboratively we work towards supporting the social, emotional, academic and physical development of all members of our community.

The curriculum at Vientiane International School follows the framework provided by the International Baccalaureate’s Middle Years Programme. This programme is offered to students in Grade 6-10 and shapes the learning and teaching that caters for all students. The MYP addresses a wide range of learning styles, involves all students in their own unique learning processes, and gives the students a standard, internationally accepted foundation of knowledge. The MYP is a comprehensive programme of academic challenge and life skills appropriate to this age group that prepares learners for the International Baccalaureate Diploma Programme.

During the middle years students move through a journey from early puberty to mid-adolescence, which is a crucial period of personal, social and intellectual development, of uncertainty and questioning. The MYP is designed to guide students in their search for a sense of place in their natural and social environments through the process of inquiry.

The programme model of the MYP places the learner at its centre. This emphasizes the IB’s belief in educating the whole person, and placing importance on student inquiry. The MYP offers an educational programme that helps students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world.



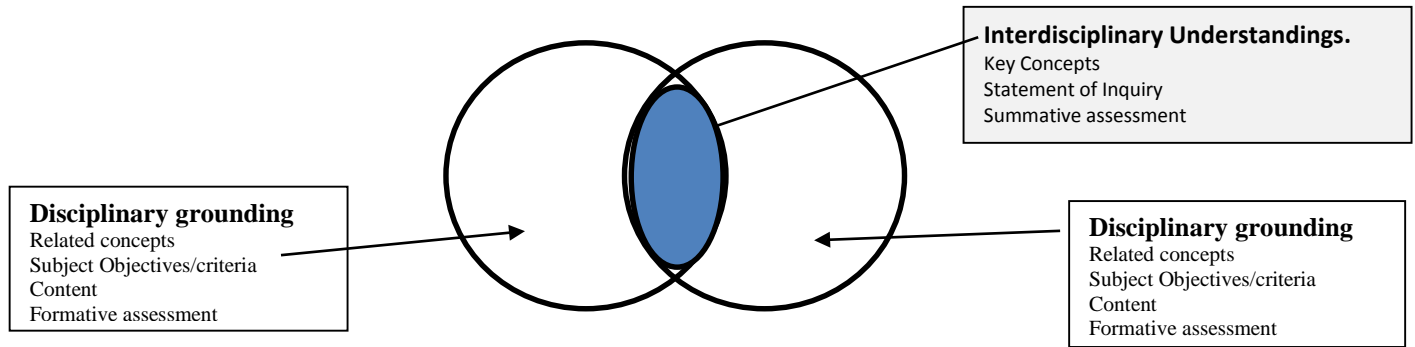
The MYP provides a thorough study of the various disciplines, while emphasising the importance of their interrelatedness. This is known as a holistic view of learning. This perspective asks the student to consider issues and problems in their widest scope and to realize that good solutions often come from knowledge and understanding drawn from many sources. Opportunities for students to provide evidence of their understandings are provided through the personal project and community and service activities.

Students learn to think critically in order to solve authentic problems. This is why we focus on helping students recognise relationships between school subjects – and to combine relevant knowledge from different subjects and the real world.

The MYP provides students with a sound preparation for further studies (such as the IB Diploma Programme) and to develop lifelong learning skills and attitudes. Through engagement with the curriculum content in real-world contexts, opportunities will arise for students to develop and question their own set of personal values.

1.5 MYP Interdisciplinary Connections and Units of Learning

In the MYP, interdisciplinary learning is defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis.



Interdisciplinary connections are woven through every MYP subject and the students also engage in Interdisciplinary Units that have learning objectives and formal assessment criteria.

The assessment criteria below is intended for MYP5 (Grade 10) students:

<p>Criterion A- Disciplinary Grounding The student demonstrates extensive necessary disciplinary grounding</p>	<p>Criterion B- Synthesizing The student synthesizing disciplinary knowledge to demonstrate consistent, thorough and insightful understanding.</p>
<p>Criterion C- Communicating The student communicates interdisciplinary understanding that is consistently well structured, clear and coherent, using selected forms or media effectively and consistently documents well-chosen sources using a recognized convention.</p>	<p>Criterion D- Reflecting The student demonstrates thorough and nuanced reflection on his or her development of interdisciplinary understanding. Evaluates thoroughly and with sophistication the limitations and benefits of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations</p>



By examining this interrelatedness, students develop critical thinking and problem solving skills, embodied in questions such as:

- Based on my previous learning, what do I know already about this topic?
- What effect does this knowledge have on what I have learned in my other subjects?
- How could the skills in this subject be applied to my understanding in another subject?
- How has the history of this subject affected what I have learned in another?
- What new perspectives do I have, now that I have studied these subjects in conjunction with one another?
- Can uniting these subjects initiate change in the world?

All students at VIS benefit as the teaching staff at VIS meet regularly to share and refine their approaches to teaching and to design interdisciplinary units.

1.6 Global Contexts

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action. This contextual learning helps teachers and students answer the important question “Why are we learning this?”

Global Contexts 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.

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.

The six Global Contexts are:



Identities and Relationships

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.

Orientation in Place and Time

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.



Personal and Cultural 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 aesthetic.

Scientific and Technical Innovation

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.



Globalization and Sustainability

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.

Fairness and Development

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.



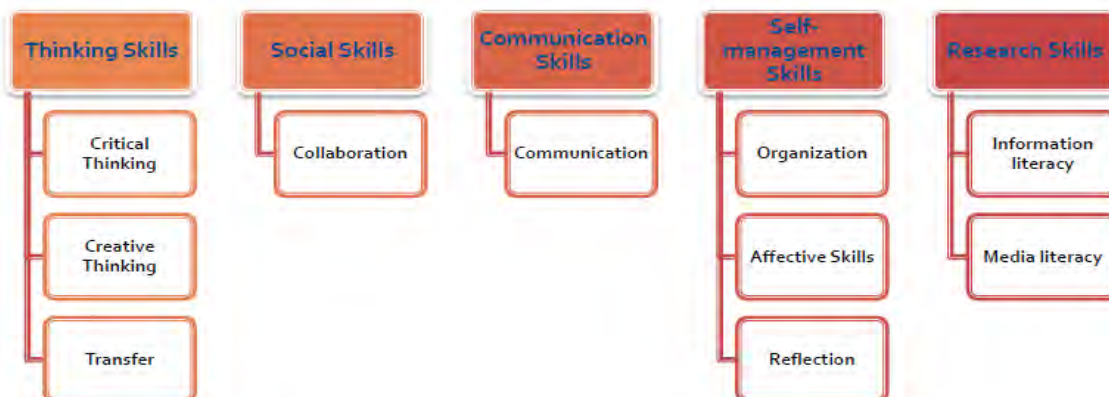
In summary the global contexts help students to:

- address biases and consider diverse interpretations and points of view
- engage personal interest and increase motivation for learning
- broaden their awareness of circumstances that have personal impact
- develop critical and conceptual thinking skills by gathering and evaluating relevant data, analysing alternatives, considering potential consequences, and drawing conclusions
- take action in ways that are age-appropriate and develop dispositions to take responsible action as adults to address global challenges and lead students from academic knowledge to thoughtful action

Adapted from MYP: From Principles into practice, IBO, 2015.

1.7 Approaches to Learning (ATL)

Through Approaches to Learning (ATL) at VIS students develop skills that have relevance across the curriculum that help them *'learn how to learn'*. ATL skills are learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. The MYP extends ATL into five skills categories and ten developmentally appropriate clusters:





ATL skills can be powerful tools for exploring significant content. This dual focus on content and process promotes student engagement, deep understanding, transfer of skills and academic success. Many ATL skills that have been learned and practiced during a unit of inquiry can be integrated in assessment through a variety of tasks and projects involving problem-solving and hands on approaches (individually and in groups).

Adapted from MYP: From Principles into practice, IBO, 2015.

1.8 Personal Project

Once the students reach Grade 10, they take part in an exciting piece of independent inquiry called the ‘Personal Project’. The personal project can take many forms, from a written novel to a newly built guitar, from a set of evening gowns to a gourmet-cooking course for teenagers.

The project focuses on the processes the student undertakes. It requires them to keep a process journal and reflect on their methodologies and issues they encounter on their journey. As the students undertake the personal project they work closely with a supervisor with whom they meet regularly and coordination of the project is provided by the Personal Project Coordinator.

The project is assessed by the student’s supervisor in collaboration with other MYP teachers against the following criteria:

<p>Criterion A - Investigating</p> <p><i>In the personal project, students should;</i></p> <ul style="list-style-type: none"> i. define a clear goal and global context for the project, based on personal interests. ii. identify prior learning and subject-specific knowledge relevant to the project. iii. demonstrate research skills. 	<p>Criterion B - Planning</p> <p><i>In the personal project, students should;</i></p> <ul style="list-style-type: none"> i. develop criteria for the product/outcome. ii. plan and record the development process of the project iii. demonstrate self-management skills.
<p>Criterion C – Taking Action</p> <p><i>In the personal project, students should;</i></p> <ul style="list-style-type: none"> i. create a product/outcome in response to the goal, global context and criteria. ii. demonstrate thinking skills. iii. demonstrate communication and social skills. 	<p>Criterion D - Reflecting</p> <p><i>In the personal project, students should;</i></p> <ul style="list-style-type: none"> i. evaluate the quality of the product/outcome against their criteria. ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. iii. reflect on their development as IB learners through the project.



SECTION TWO – Middle Years Programme at VIS

2.1 IBMYP Curriculum Model

At the core of the International Baccalaureate Middle Years Programme (IBMYP) curriculum model is the learner. The attributes and characteristics of the IB Learner Profile underpin the philosophy of the IBMYP and are at the heart of the learning and teaching within the programme. Eight subject groups surround important elements of the programme, such as an emphasis on service and action. The emphasis is on the inter-relatedness of the subjects and Approaches to Learning and Global Contexts are addressed naturally within the distinct disciplines and provide the connection between disciplines.

2.2 VIS Curriculum Overview

The IBMYP places emphasis on a broad and balanced programme of study. The structure of the IBMYP at VIS is:

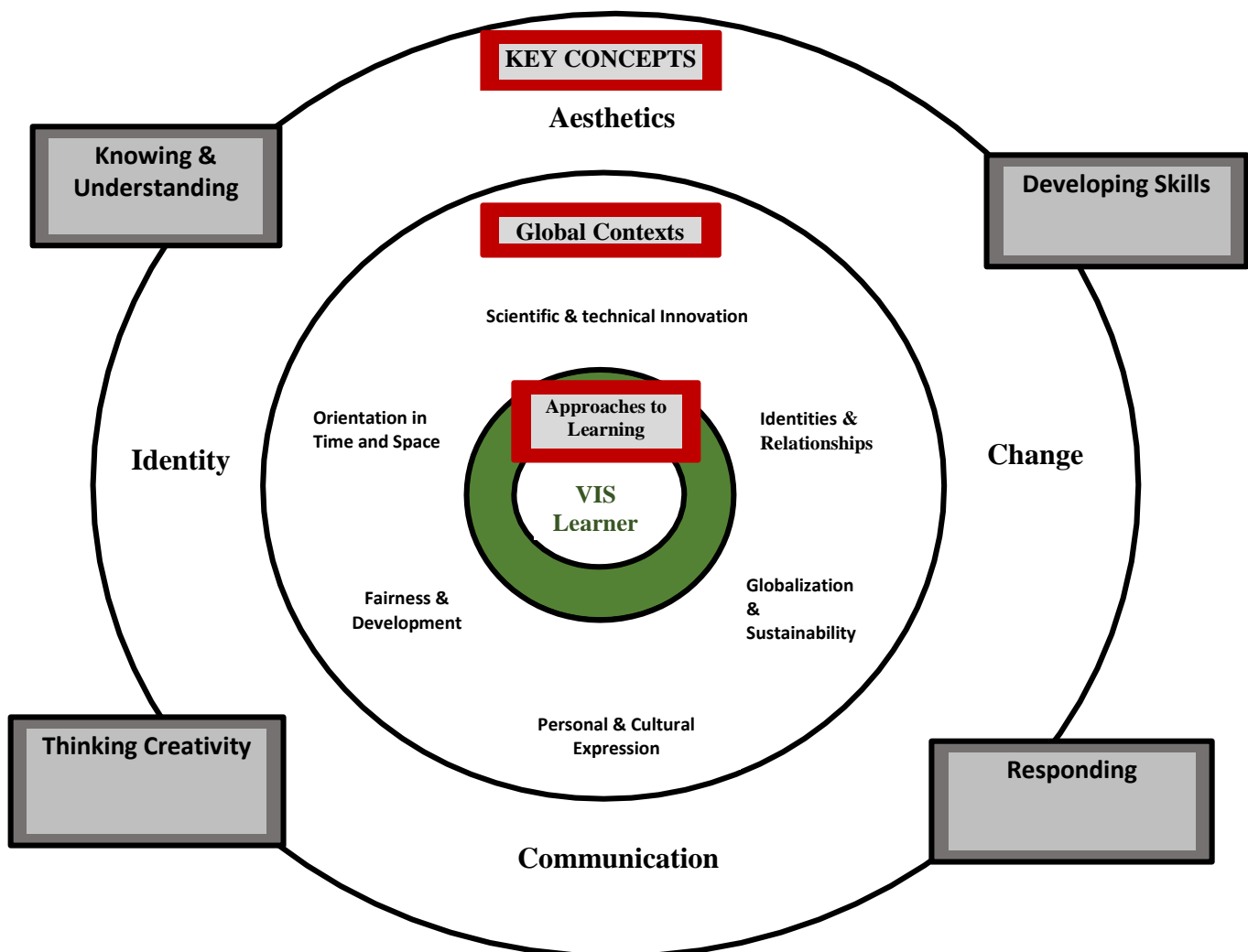
Subject	Lessons Per Week	Notes
Language and Literature	5	Compulsory full year course for all students G6-10 May be learned in English, Lao or when available the student’s Mother Tongue
Language acquisition (or an additional Language and Literature subject)	5	Compulsory full year course for all students G6-10 May be learned in English, French or Mandarin. English can only be taken if the student is taking a Mother Tongue Language and literature in their Mother Tongue and English is not their first language.
Individuals and Societies (Humanities)	5	Compulsory full year course of Integrated Humanities for all students G6-10
Design	4	Compulsory full year course for all students G6-10
Mathematics	5	Compulsory full year course for all students G6-10. Standard and Extended levels for Grade 9-10 with placement determined by VIS.
Arts	4	Grade 6 – 8 complete one semester of Performing Arts and one semester of Visual Art Grade 9 students will elect one of the disciplines of Music, Visual Art, Drama/Dance for each semester. Grade 10 students elect one of the disciplines of Music, Visual Art, Drama/Dance for a full year.
Sciences	5	Compulsory full year course for all students G6-10
Physical and Health Education	4	Compulsory full year course for all students G6-10
Advisory	1	Compulsory full year course for all students G6-10 Advisory supports the delivery of the Personal, Social, Health Education Curriculum



2.3 Arts

In MYP Arts students have the opportunity to function as artists, as well as learners of the arts. Artists are curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. Students develop in the arts through creating, performing and presenting arts in a way 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.

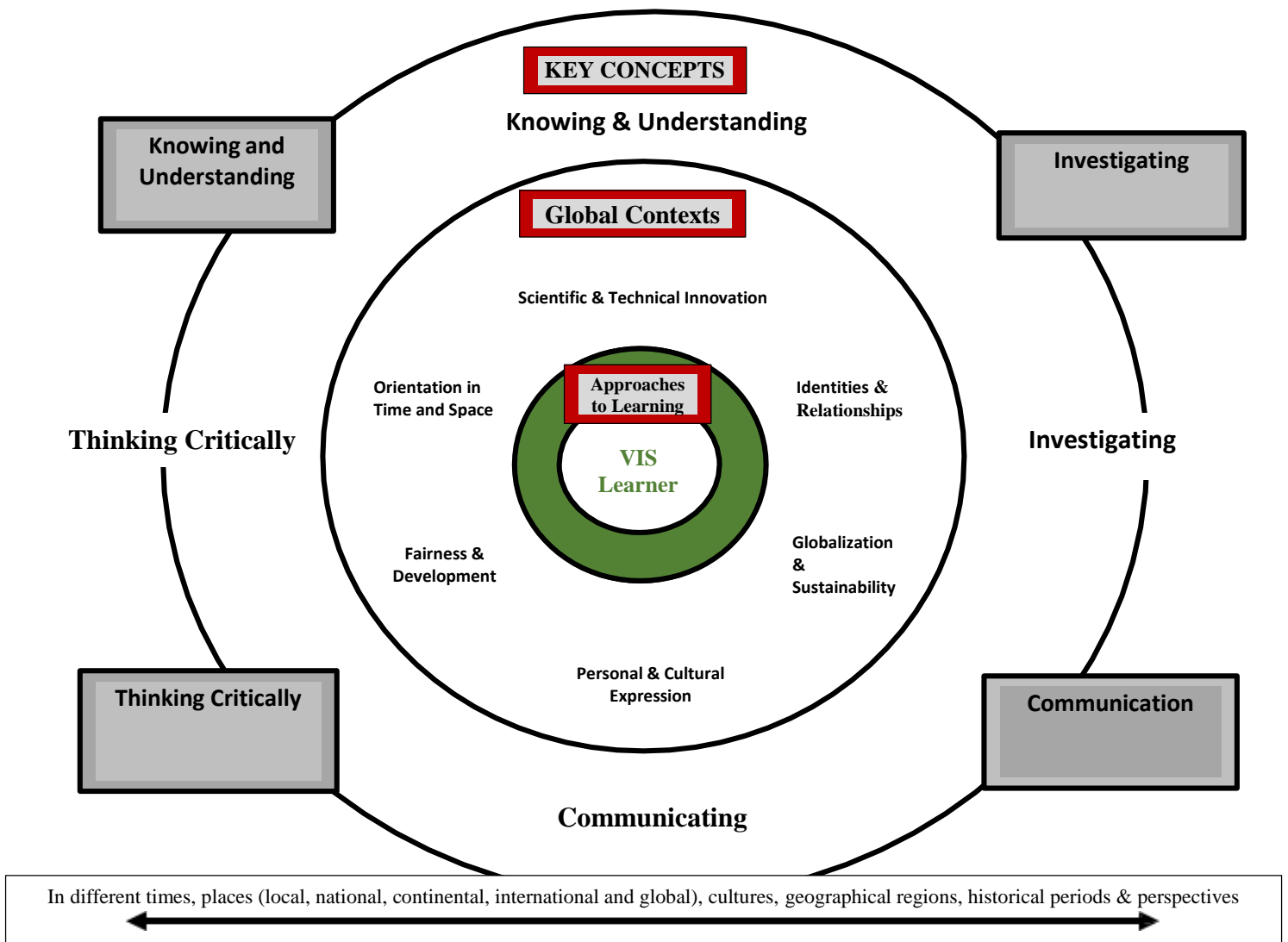
Development in the arts is a dynamic process and not necessarily linear. The student moves freely through a creative process towards deeper understanding. MYP Arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. In MYP Arts the four objectives have equal importance and value.



2.4 Individual and Societies

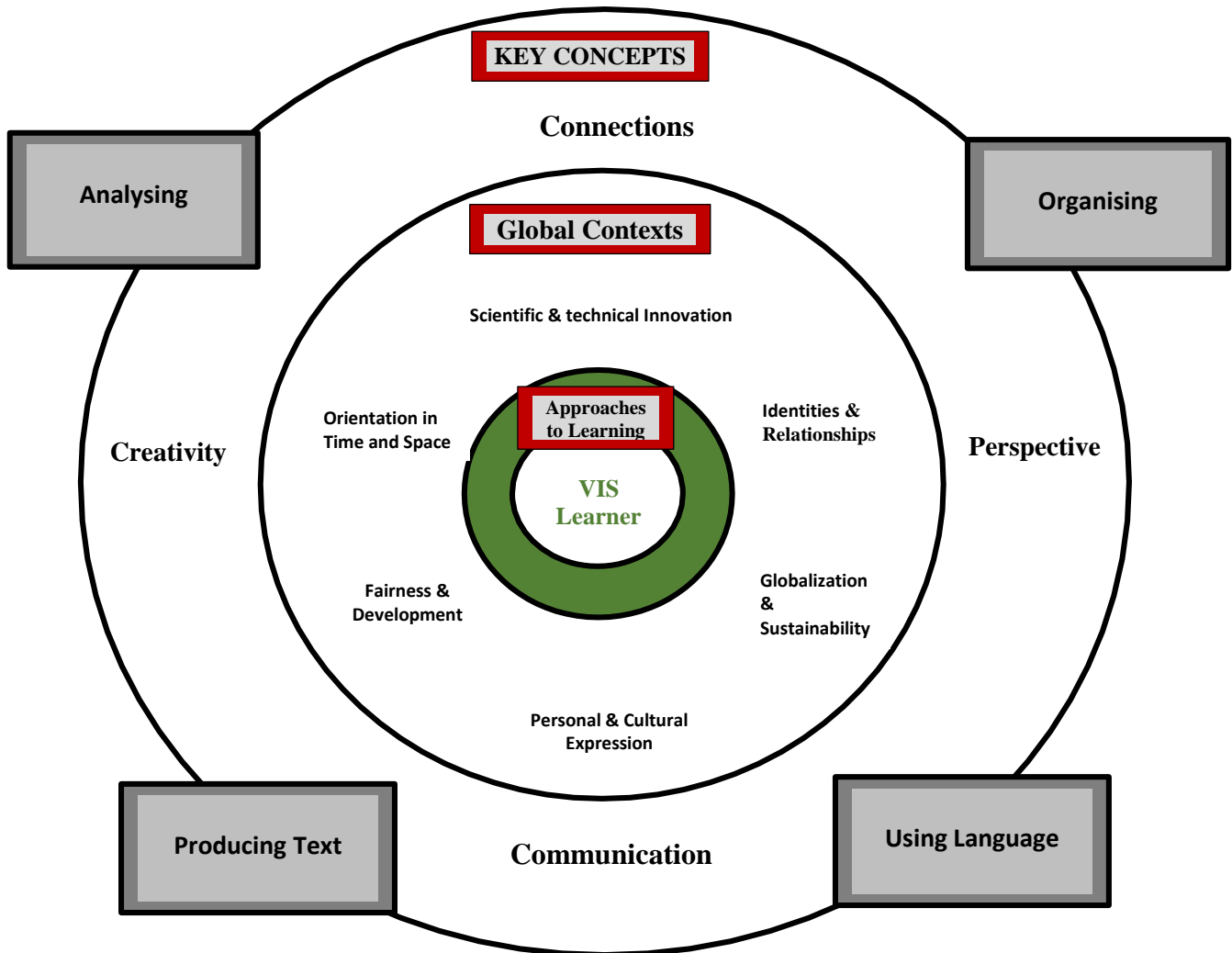
MYP Individuals and Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals,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

The aims of MYP Individuals and Societies are to encourage and enable students to appreciate human and environmental commonalities and diversity and understand the interactions and interdependence of individuals, societies and the environment. The subject seeks to provide students with understanding about how both environmental and human systems operate and evolve in order to identify and develop concern for the well-being of human communities and the natural environment. MYP Individuals and Societies also seeks to encourage and enable students to act as responsible citizens of local and global communities and develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.



2.5 Language and Literature

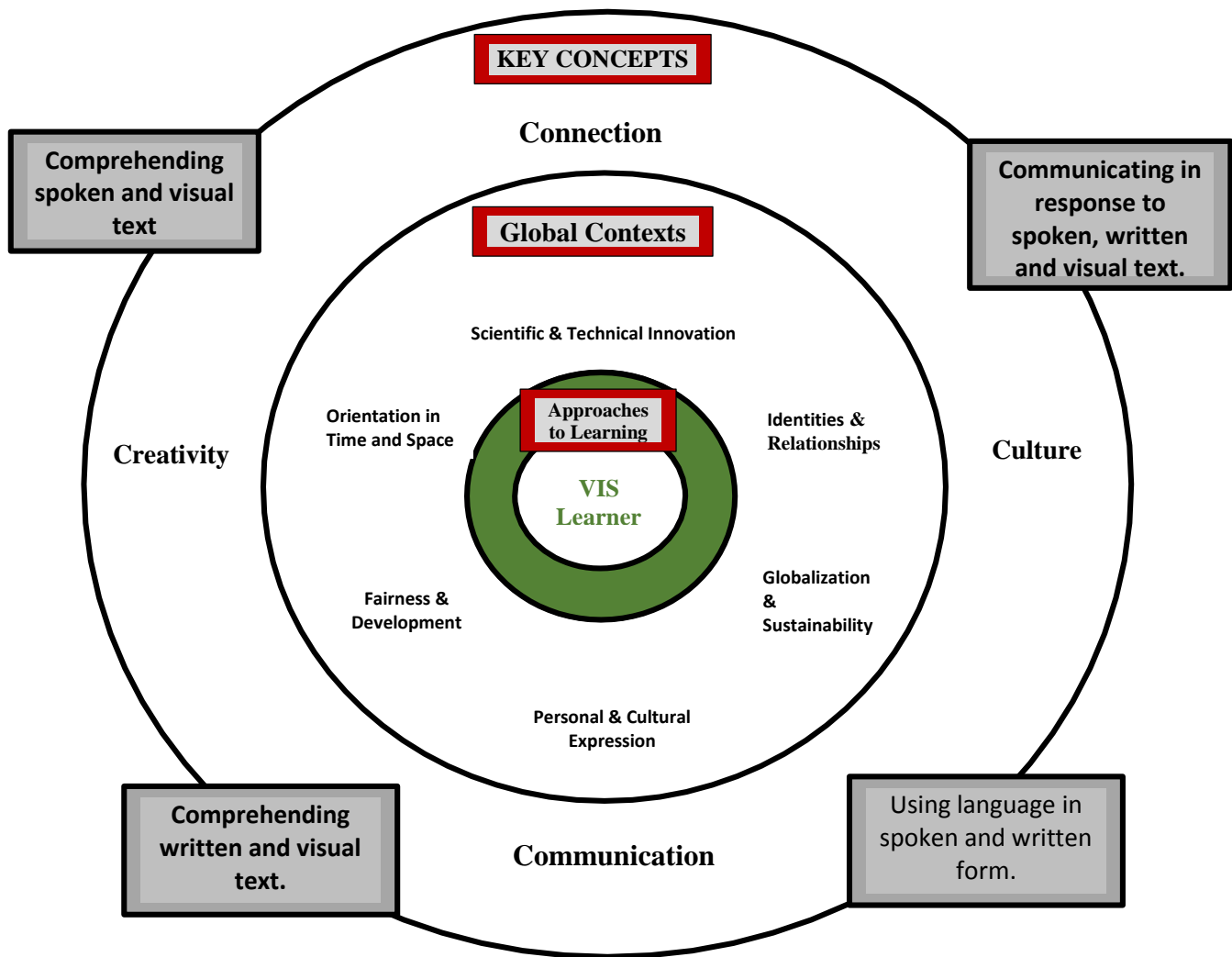
Language is the basic tool of communication, enabling the student to understand and to be understood, and to establish the student’s own identity. Language is also the avenue by which the student gains access to literature and culture. MYP Language A emphasizes listening, viewing, speaking, reading and writing skills, as well as the study of literature that encompasses a variety of periods and genres. Language A is taught in English, Lao and in other Mother Tongues when available.



2.6 Language Acquisition

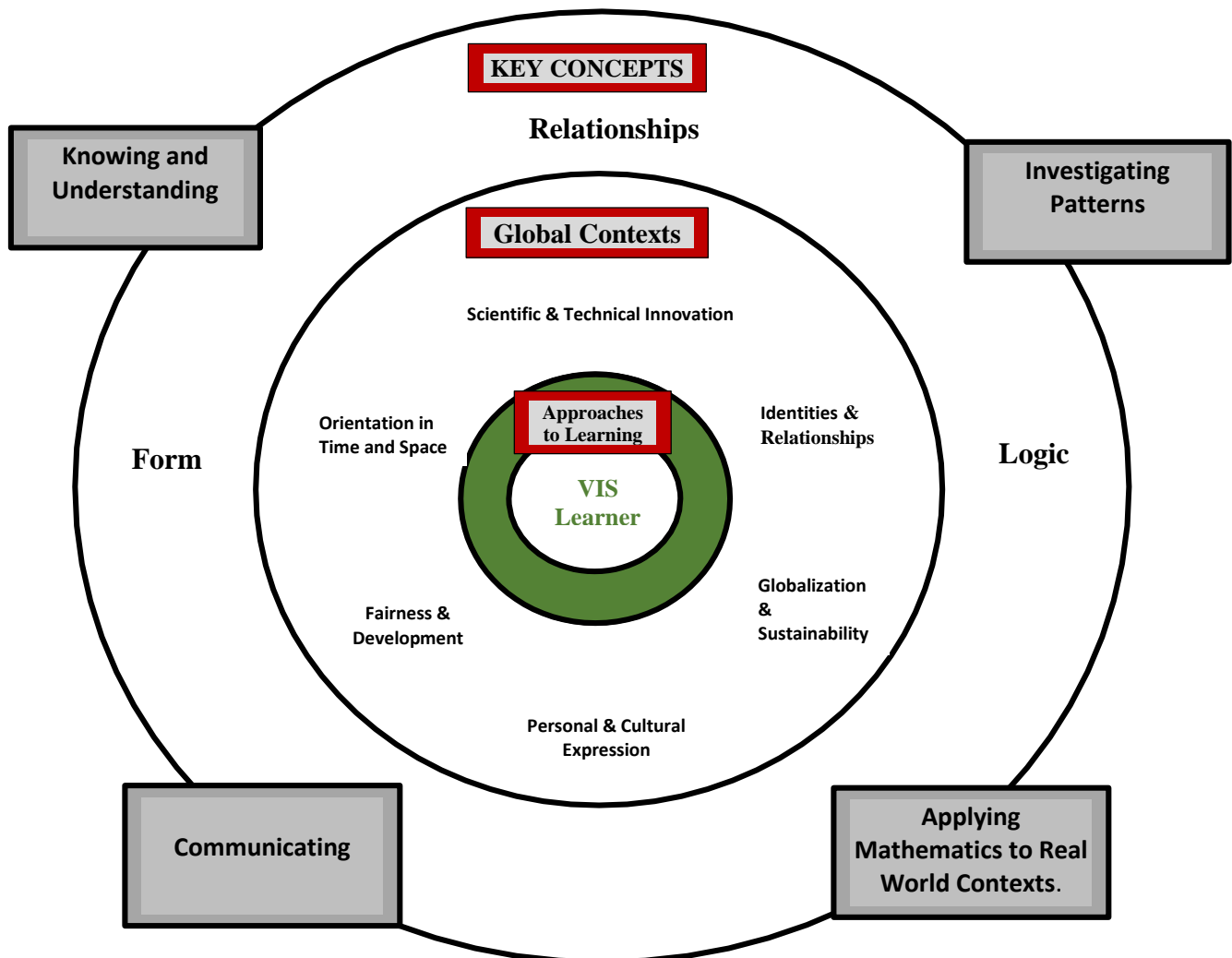
Studying an additional modern language provides a means of communicating with another linguistic community and creates a gateway to intercultural understanding. Language Acquisition not only fosters communication skills and nurtures an appreciation of other cultures, it also increases the self-knowledge of the students and their knowledge of the world, and guides them to create links to the world around them. Language B is offered, at different levels, in French, Mandarin and English.

Students in MYP Language B Phase 1 and 2 are Emergent Communicators, Phase 3 and Phase 4, are Capable Communicators and phase 5/ 6 are Proficient Communicators.



2.7 Mathematics

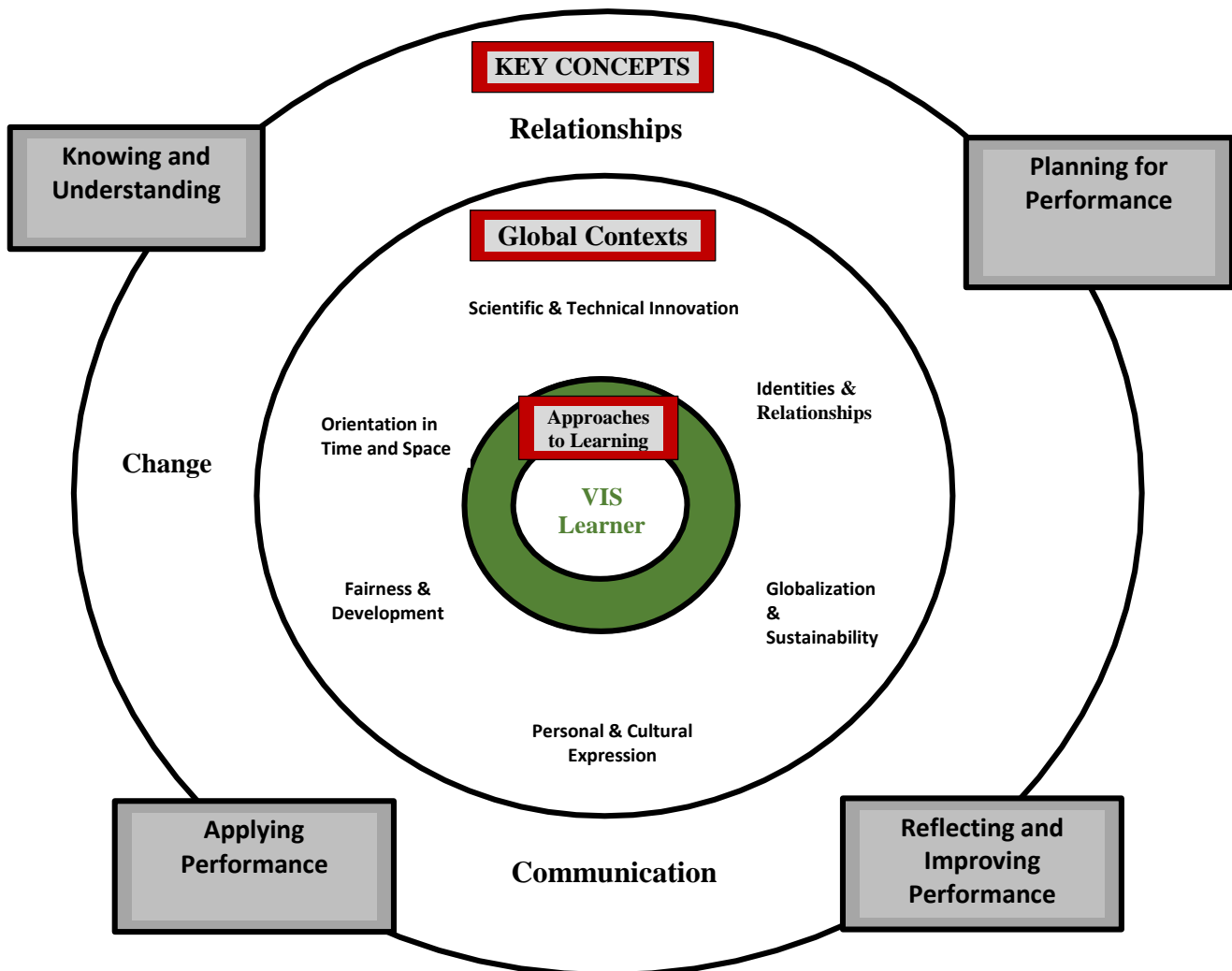
Mathematics involves understanding logical relationships. Inductive and deductive problem-solving skills are developed and investigative work allows students to share the excitement of mathematical discovery. Practical applications of mathematics in the world today are also explored. The subject is taught with a unified approach where students are exposed to the range of topics covered in the IBMYP programme, that is; number, algebra, geometry and trigonometry, statistics and probability and discrete mathematics. Skills involving technology, especially the use of graphic calculators, are developed without losing sight of enhancing those skills in mental arithmetic and written communication. There is a spiral progression both in the level of difficulty and in the addition of skills covered.



2.8 Physical and Health Education

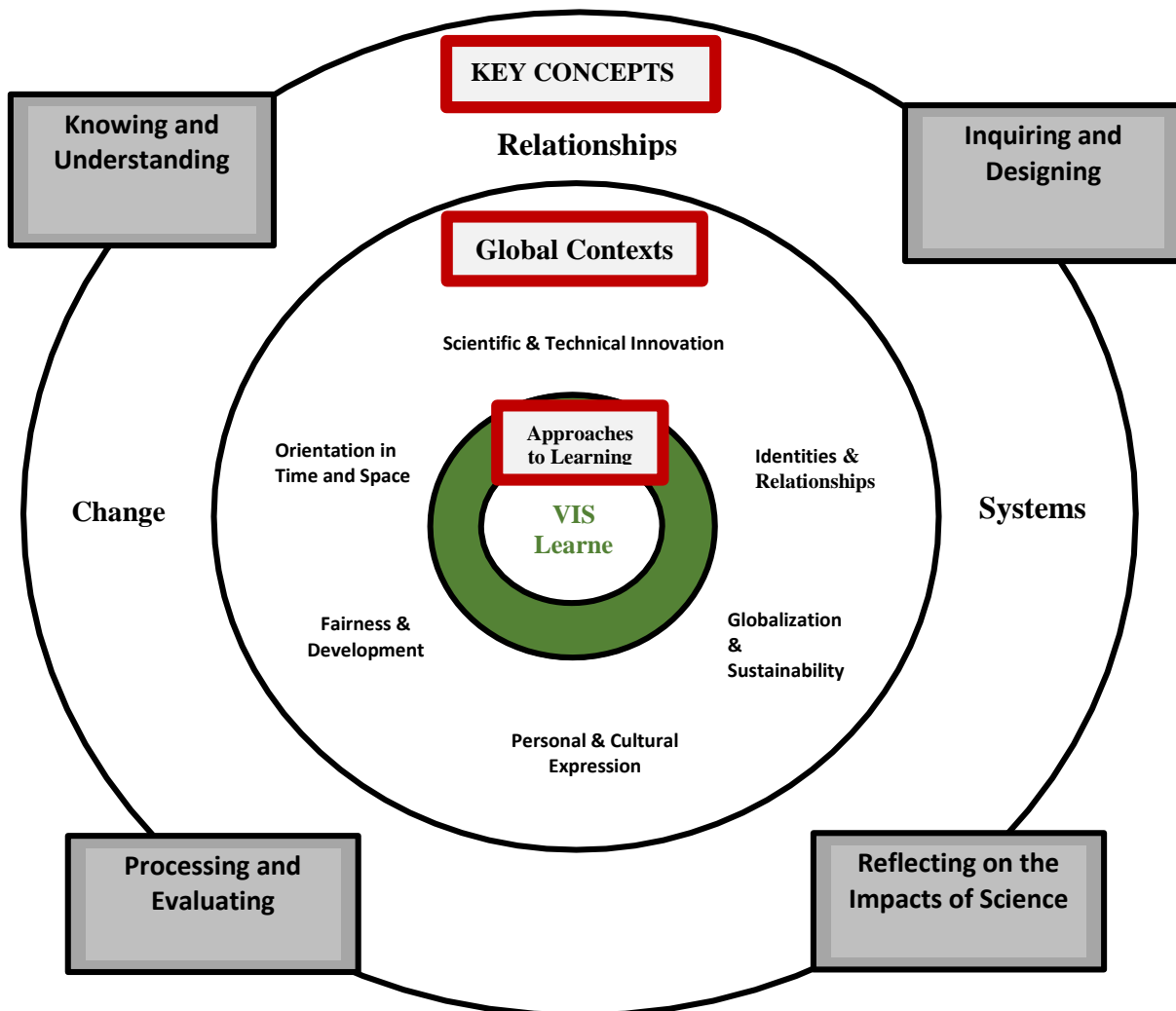
Physical and Health Education has a unique and significant contribution to make to education, and plays an especially important role with the curriculum at VIS, as it contributes to the whole development of the individual. It is concerned with more than just participating in sports and games and aims to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Through Physical and Health Education students develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn encourages students to make choices that will contribute to long-term healthy living.

Physical and Health Education provides a unique perspective of learning through physical experiences, which greatly contributes to students’ approaches to learning (ATL) skills, and is transferable across other subject groups. Students are challenged by a course that is mainly practical and taught and learned through the physical.



2.9 Sciences

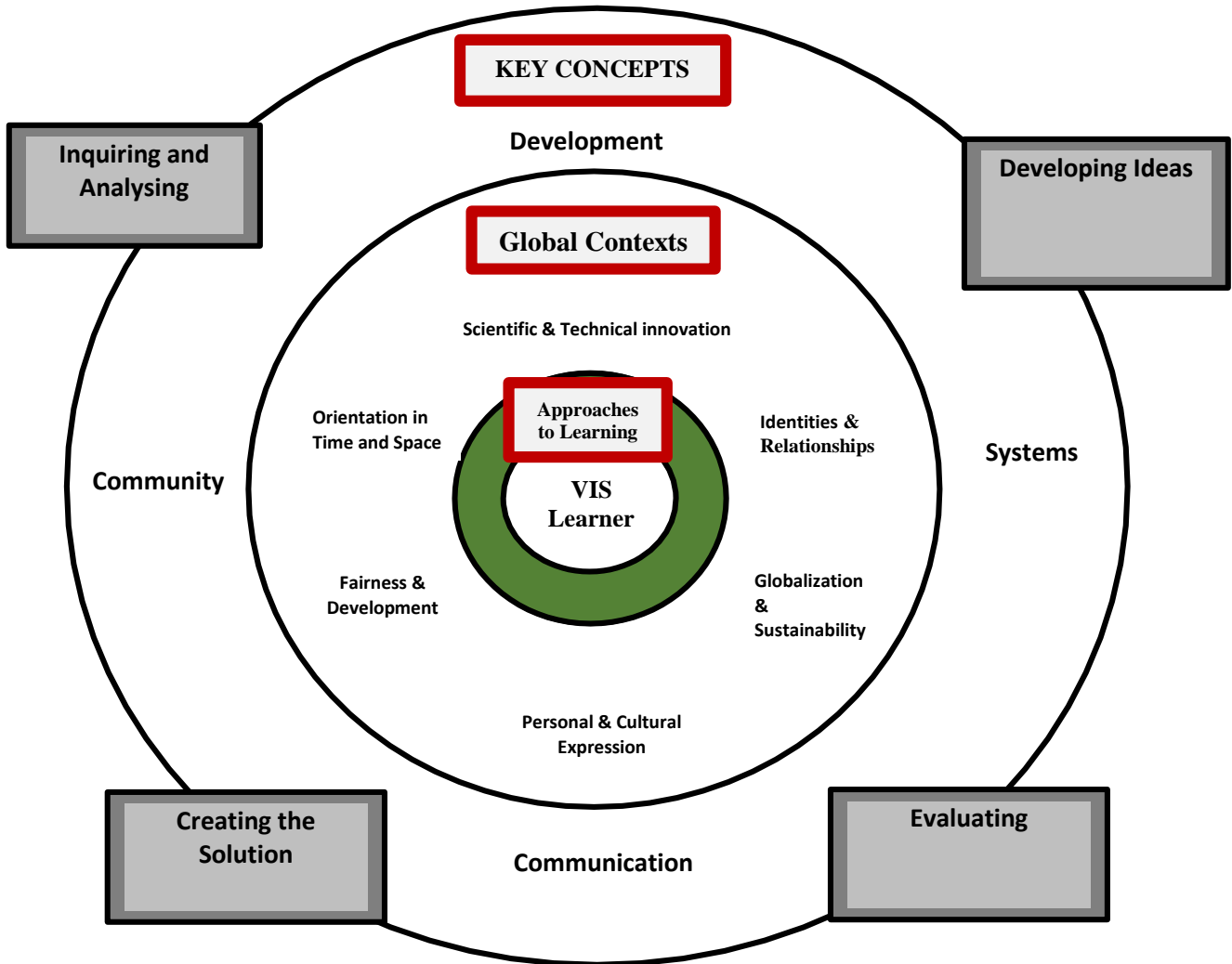
Science and its methods of investigation offer a way of learning through inquiry that contributes to the development of analytical, creative and critical ways of thinking. Science emphasizes the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills. Through science students will develop inquiring minds and curiosity about science and the natural world. They will acquire knowledge, understandings and skills of scientific inquiry to design and carry out scientific investigations, evaluate scientific evidence to solve problems and make informed decisions in scientific contexts. The students will be able to communicate scientific ideas, arguments and practical experiences accurately in a variety of ways, and appreciate the benefits and limitations of science and its application in technological developments.



2.10 Design

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 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 and the testing and evaluation of the solution.

The VIS Design program enables students to develop not only practical skills but also strategies for creative and critical thinking.





2.11 Personal, Social and Health Education

At VIS the Personal, Social and Health Education Curriculum seeks to develop students understanding of the interrelated physical, social and emotional dimensions of personal and social wellbeing. The VIS Curriculum encourages students to take an interest in their own personal and social education; to appreciate themselves as unique individuals; to examine personal action, encourage critical thinking about the family, cultural groups and the wider community and considers the effects of the physical and social environment on people's lives and choices. It encourages students to feel empowered to make and carry out informed health promoting decisions.

Key concepts, knowledge, understandings and skills are developed through the PSHE curriculum during Advisory, PE, Science, Humanities and other subjects. The contexts for learning are embedded in age appropriate contexts that cover a range of Health and Social Education issues such as:

Identity and valuing diversity

- Transition
- Puberty
- Managing stress
- Understanding diversity and difference
- Anger management and assertive communication
- Positive communication skills

Developing and maintaining relationships

- Working in groups
- Getting to know others
- Responsible friendships
- Peer support
- Peer Mediation
- Understanding and managing affectionate relationships
- Managing sexual and potentially sexual relationships

Promotion and prevention of health and social issues

- Drug and alcohol awareness,
- Social, emotional, physical and cyber bullying
- Peer, media, social and family pressures
- Advocating healthy choices & healthy body images
- Recreation, leisure and sporting activities
- Risk
- First Aid

Careers and leadership

- Self awareness
- Life career management skills
- Educational planning
- Career awareness



2.12 Action and Service

Service is an integral part of the MYP, present not only in the curriculum, but also in activities outside of the classroom. VIS learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Action (learning by doing and experiencing) is a key component of the MYP. It is an element of the programme in which there is an expectation that successful inquiry will lead to responsible action.

Learning outcomes

At Vientiane International School all MYP students participate in Service and Action. To show this, students need to supply evidence that they have met the learning outcomes. These outcomes are different to assessment grades in that they focus on the development of the student in relation to Service and Action are designed to ensure students are prepared for CAS (Creativity, Action and Service) in the Diploma Programme (DP).

The following learning outcomes are used to assess student involvement in service and action in the MYP:

Become more aware of their own strengths and areas for growth

Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward. Students are able to make connections as to how their own strengths or areas of growth can benefit the community.

To undertake challenges that develop new skills

A new challenge may be an unfamiliar activity, or an extension to an existing one. This can be either an action or service activity.

To discuss, evaluate and plan student-initiated activities

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, such as ongoing school activities in the local community, as well as in small student-led activities.

To persevere in action

This implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

To work collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. As a part of collaboration, students should actively seek help from others before initiating an activity. This will also include meeting with advisors to discuss and seek approval for any activity that takes place outside of school and discussing proposals with family members and fellow students.

To develop international-mindedness through global engagement, multilingualism and intercultural understanding

International-mindedness relies on the development of learning environments that value the world as the broadest context for learning.

To consider the ethical implications of their actions

Ethical decisions arise in almost any service and action activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

SECTION THREE – Assessment and Reporting

3.1 Philosophy

Assessment at VIS provides diverse and equitable opportunities for students to demonstrate what they know, understand and are able to do. Assessment is integral to planning, teaching and learning to improve learning outcomes

Students are at the center of assessment and at VIS the students’ current knowledge and experience are assessed before embarking on new learning. Students are involved in both peer and self-assessment and provided with regular opportunities for reflection on their own learning. Students are provided with regular and prompt feedback to inform and improve their learning.

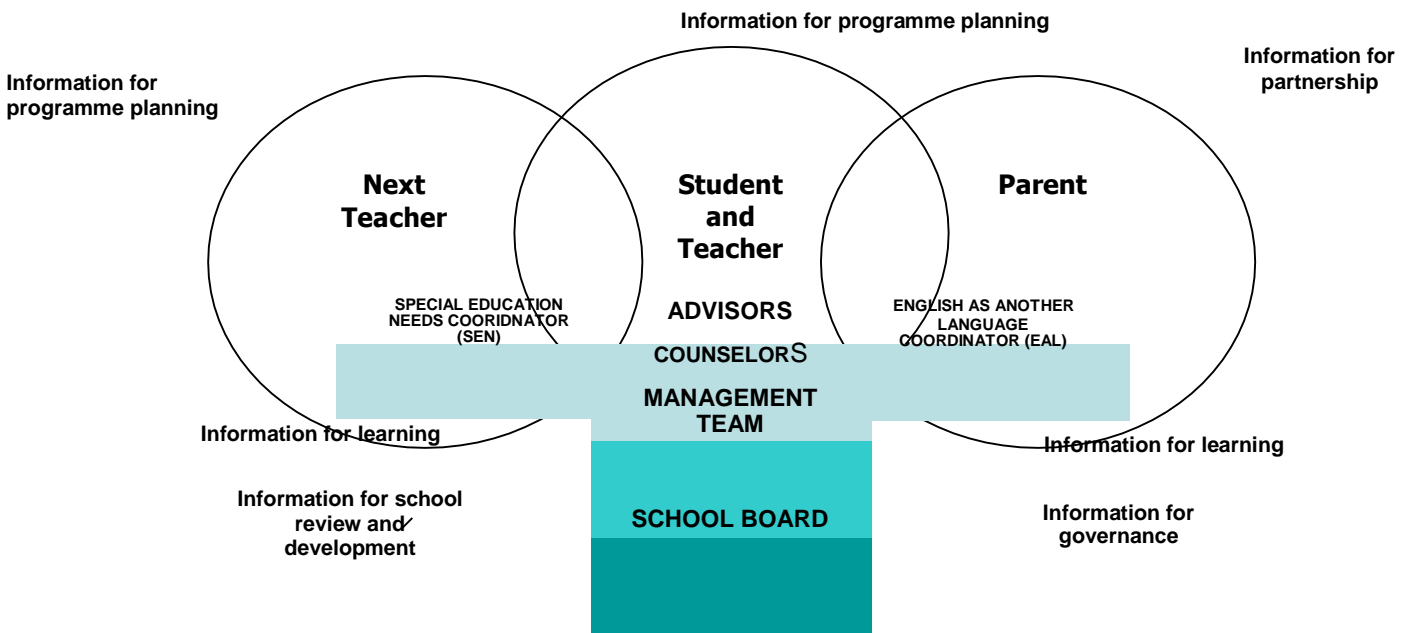
At VIS teachers use a balanced range of strategies for the assessment ‘of and for’ learning which are reviewed regularly. At VIS we believe formative and summative assessment are *interconnected*. They seldom stand alone in construction or effect. The vast majority of genuine formative assessment that is undertaken is informal, with interactive, regular, timely feedback and response to students to inform and improve their learning. VIS believes that formative assessment has the *greatest impact* on learning and achievement.

VIS recognizes the profound influence of assessment on students’ motivation and self-esteem - both crucial influences on learning. VIS believes that assessment improves learning when:

- students are provided with effective feedback
- students are actively involved in their own learning
- teaching and learning is adjusted in response to the results of assessment
- pupils are involved in assessing themselves and understanding how to improve

Fostering partnerships is one of the key factors in learning. These relationships are fostered through assessment and reporting. The graphic below shows the relationship between partners (stakeholders) in learning and the type of assessment information needed by each partner.

Partnerships focused on learning assessment information needs





The following principles inform assessment and reporting practices at Vientiane International School.

Principles

- a. Assessment is authentic
- b. Learners are actively involved in the process of assessment
- c. Assessment is used to determine prior understandings, inform learning and indicate levels of achievement
- d. Effective assessment requires the use of a comprehensive range of forms.
- e. Assessment is transparent and communicated with all stakeholders
- f. Students demonstrate their ability to access the curriculum through differentiated assessment

3.2 How assessment works in the MYP

At Vientiane International School we use a criterion-related approach to assessment. This means that teachers make judgements about students' performance against defined assessment criteria and their own individual achievement and not against the work of other students. Teachers use the descriptors that describe an achievement level to make a judgment.

Teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required through task-specific clarification of the criteria which is achieved through a discussion of the expectations, or a task sheet that explains the expectations. Assessment concentrates on identifying the appropriate descriptor for each assessment criterion. The highest descriptors do not imply faultless performance. A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Assessment tasks vary from subject to subject and could include; oral presentations, written reports, role-play, end of unit tests or performance.

Assessment is viewed as a continuous process and is designed to address set objectives and learning outcomes and is used to assess student understanding. The assessment focuses on the process as well as product. This approach is used to determine a student's semester grade (1-7).

3.3 Assessment Criteria

All subjects follow general assessment criterion descriptors which are developed into specific criteria for each assessment completed. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels. Achievements against these criteria are used to determine the students' semester grade (1-7). At the beginning of each task students are made aware of what is required through task-specific clarification of the criteria and a discussion of the expectations, or a task sheet that explains the expectations and based on the interim criteria specifically designed for the different years of the programme.

The criteria and descriptors below are intended to be met by the students by Year 5 (Grade 10) of the programme and refer to the highest levels of achievement.



3.3.1 Arts

Criterion A: Using Knowledge	Criterion B: Developing Skills
<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology. ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied. ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.
Criterion C: Thinking Creatively	Criterion D: Responding
<p>The student:</p> <ul style="list-style-type: none"> i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent. ii. demonstrates an excellent range and depth of creative-thinking behaviours. iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization. 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs meaning with depth and insight and effectively transfers learning to new settings. ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her. iii. presents an excellent critique of the artwork of self and others.

3.3.2 Individuals and Societies

Criterion A: Knowing and Understanding	Criterion B: Investigating
<p>The student:</p> <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results.
Criterion C: Communicating	Criterion D: Thinking Critically
<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention. 	<p>The student:</p> <ul style="list-style-type: none"> i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations iv. thoroughly interprets a range of different perspectives and their implications.



3.3.3 Language and Literature

Criterion A: Analyzing	Criterion B: Organizing
<p>The student:</p> <ul style="list-style-type: none"> i. Provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. ii. Perceptively analyses the effects of the creator’s choices on an audience. iii. Gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology. iv. Perceptively compares and contrasts by making extensive connections in features across and within genres and texts. 	<p>The student:</p> <ul style="list-style-type: none"> i. Makes sophisticated use of organizational structures that serve the context and intention effectively. ii. Effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way. iii. Makes excellent use of referencing and formatting tools to create an effective presentation style.
Criterion C: Producing Text	Criterion D: Using Language
<p>The student:</p> <ul style="list-style-type: none"> i. Produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas. ii. Makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience. iii. Selects extensive relevant details and examples to develop ideas with precision. 	<p>The student:</p> <ul style="list-style-type: none"> i. Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression. ii. Writes and speaks in a consistently appropriate register and style that serve the context and intention. iii. Uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective. iv. Spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective. v. Makes effective use of appropriate non-verbal communication techniques.

3.3.4 Language Acquisition

The criteria and descriptors for Language Acquisition differ depending on the phases of the course. The following criteria are an example from phase 3 (intermediate) language course.

Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and visual text
<p>The student:</p> <ul style="list-style-type: none"> iv. shows excellent understanding of information, main ideas and supporting details, and draws conclusions v. has excellent understanding of conventions vi. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. 	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
Criterion C: Communicating in response to spoken, written and visual text	Criterion D: Using language in spoken and written form
<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar 	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; ii. occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy



- situations; ideas are relevant and opinions are supported by examples and illustrations
- iv. communicates with an **excellent** sense of audience and purpose.

- ii. organizes information and ideas **clearly**, and uses a range of basic cohesive devices accurately; there is a **logical** structure and cohesive devices add **clarity** to the message
- iii. uses language **effectively** to suit the context.

3.3.5 Mathematics

Criterion A: Knowledge and Understanding	Criterion B: Investigating Patterns
<p>The student is able to</p> <p>i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly.</p>	<p>The student is able to:</p> <p>i. select and apply mathematical problem-solving techniques to discover complex patterns</p> <p>ii. describe patterns as general rules consistent with correct findings</p> <p>iii. prove, or verify and justify, these general rules.</p>
Criterion C: Communicating	Criterion D: Applying Mathematics in Real-Life Contexts
<p>The student is able to:</p> <p>i. consistently use appropriate mathematical language</p> <p>ii. use appropriate forms of mathematical representation to consistently present information correctly</p> <p>iii. move effectively between different forms of mathematical representation</p> <p>iv. communicate through lines of reasoning that are complete, coherent and concise</p> <p>v. present work that is consistently organized using a logical structure.</p>	<p>The student is able to:</p> <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation</p> <p>iv. explain the degree of accuracy of the solution</p> <p>v. explain whether the solution makes sense in the context of the authentic real-life situation.</p>

3.3.6 Physical and Health Education

Criterion A: Knowledge & Understanding	Criterion B: Planning for Performance
<p>The student:</p> <p>i. explains physical and health education factual, procedural and conceptual knowledge</p> <p>ii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations</p> <p>iii. applies physical and health terminology consistently and effectively to communicate understanding.</p>	<p>The student:</p> <p>i. designs, explains and justifies a plan to improve physical performance or health.</p> <p>ii. analyses and evaluates the effectiveness of a plan based on the outcome.</p>
Criterion C: Applying and Performing	Criterion D: Reflecting & Improving performance
<p>The student:</p> <p>i. demonstrates and applies a range of complex skills and techniques</p> <p>ii. demonstrates and applies a range of complex strategies and movement concepts</p> <p>iii. analyses and applies information to perform effectively.</p>	<p>The student:</p> <p>i. explains and demonstrates strategies to enhance interpersonal skills</p> <p>ii. develops goals and applies strategies to enhance performance</p> <p>iii. analyses and evaluates performance.</p>



3.3.7 Science

Criterion A: Knowing and Understanding	Criterion B: Inquiring and Designing
<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using correct scientific reasoning iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.
Criterion C: Processing and Evaluating	Criterion D: Reflecting on the Impacts of Science
<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize, transform and present data in numerical and/ or visual forms ii. accurately interpret data and explain results using correct scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation iv. evaluate the validity of the method based on the outcome of a scientific investigation v. explain improvements or extensions to the method that would benefit the scientific investigation. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely.

3.3.8 Design

Criterion A: Inquiring and Analysing	Criterion B: Developing Ideas
<p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem for a client/ target audience ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a range of existing products that inspire a solution to the problem in detail iv. develops a detailed design brief, which summarizes the analysis of relevant research. 	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
Criterion C: Creating the Solution	Criterion D: Evaluating
<p>The student:</p> <ul style="list-style-type: none"> i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution. iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. fully justifies changes made to the chosen design and plan when making the solution. 	<p>Students should be able:</p> <ul style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.



3.4 Reporting

At Vientiane International School reporting is a process of communicating information about student achievement and progress gained from the assessment process. The assessment process allows for meaningful reporting to parents about student’s progress. Reporting is communicating the knowledge gained from assessing student learning and provides the opportunity for learning expectations and assessment strategies to be made clear to students and parents.

All students (Grade 6-12) will gain grades in the range from 1(lowest) to 7(highest) with 3 being considered a passing grade at VIS. The general grade descriptor table below refers to the holistic achievement of the student and describes the grade levels 1 to 7. In all subjects the grade is determined through completed assessment and professional judgement.

3.4.1 Grade Descriptors

Grade	General Grade Descriptors
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of a high quality.



3.4.2 Three Way Conferences

Vientiane International School sets aside time for two yearly formal conferences for parents and teachers and students to review student progress. VIS holds these conferences to keep parents well informed about their children's progress in school, to learn from parents about their child's attitudes and study practices at home, and to work with students and parents to analyze any problems and prepare plans to address such problems. Copies of this plan are given to the student, the parent and Advisor.

All secondary students are expected to join the conferences as the conference is "chaired" by the student. Three Way Conferences provide the opportunity for students to take responsibility for their own learning, add to the quality and accuracy of a conference discussion, have ownership over and be able to better implement plans developed at the conference.

In the conference parents and students themselves review the students' work, discuss strengths and areas of growth, and contribute to an improvement plan. The plan will be developed collaboratively in the conference. The student is expected to articulate goals for future work based on the identified learning strengths and areas for improvement as identified by themselves, their parents and their teacher during the conference.

3.4.3 Semester Reports

Semester reports provide summative data about a student's achievement for a given semester. These reports are distributed twice a year at the end of Semester One and Two and the grades, for Grade 9-10 students, are used on their transcripts for graduation. Progressive grades and written feedback is communicated to students in a variety of forms in class and on Managebac throughout the year. Semester reports indicate a student's overall level of achievement for the semester. The semester report is an opportunity for parents and students to celebrate successes and discuss strategies to support improvement.





SECTION FOUR – General

4.1 Authenticity and Academic Honesty

4.1.1 Authenticity of Work

An authentic piece of work is one that is based on the student’s individual and original ideas with any ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

It is the responsibility of the teachers to ensure that student assessment is conducted in a proper manner. It is essential that all work used for summative assessment is the individual student’s own work. If a teacher has any doubts about the authenticity of work carried out by students, results must be withheld for those students until the matter is resolved by the school and cases of suspected malpractice by students dealt with. Refer to the *VIS Academic Honesty Policy* for procedures.

4.1.2 Academic Honesty

Academic honesty is essential in all areas of study and research within the school programme. Students are taught the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Academic honesty includes proper conduct in relation to written examinations, research, and all other forms of assessment. Plagiarism, collusion, cheating, etc. is unacceptable and will be penalized.

Personal skills	<p>Learners at VIS are independent and possess a sense of integrity that gives them confidence in their work. They are capable of self-evaluation and the work they produce is authentic where they appreciate and respect intellectual property rights.</p> <p>They conduct themselves properly in relation to written examinations, research and all other forms of assessment. This implies that they understand plagiarism, collusion, duplication of work and are aware of other forms of malpractice with regards to academic honesty. They are also aware of the repercussions of failing to abide by the <i>VIS Academic Honesty Policy</i>.</p>
Social skills	Learners are comfortable and confident in collaborative work, and are willing contributors to the efforts of the group. They are capable of fairly and honestly, carrying out and accepting peer-evaluations. They acknowledge work of others when necessary.
Technical skills	<p>Learners at VIS are fully aware of and are able to use the various ways of acknowledging other people’s work. For example, the learners know how to write references, a bibliography, how to quote from a text, using systems such as APA referencing.</p> <p>Students are aware of copyright laws and how they can use resources and stay within the proper frame of possible usage of such resources.</p>

Academic honesty is the responsibility of schools, teachers, parents and students. The following points summarize the *VIS Academic Honesty Policy* which applies to all members of the VIS learning community.



i) Turnitin.com

The school has a subscription to turnitin.com, and teachers use this service to check for academic honesty. Students can expect that written assignments will be submitted to turn-it-in. Teachers will inform students when turn-it-in has been activated on electronic submissions to Managebac.

ii) Consequences / Actions

The following will result in handling cases of plagiarism:

1. Every instance of plagiarism will be dealt with firstly by the teacher
 - a. a clear explanation of the malpractice by the teacher will be given to the student,
 - b. an email will be sent to the Advisor, Curriculum Coordinator, Programme Coordinator and parent informing them of the incident, and
 - c. evidence will be provided to the Programme Coordinator so that it can be included in the Secondary files.
 - d. The piece of work plagiarized will not be marked.
2. Repeated instances will be dealt with by the Advisors and Secondary Principal
 - a. Advisors and Programme Coordinators monitor instances of plagiarism through step 1 above.
 - b. In the case of a second instance a letter to the parents will be written and included in the 'VIS Student Files' (located in the VIS Office)
 - c. The third instance may be dealt with by suspension by the administration to emphasize the gravity of the situation.

4.2 Completion of Work

4.2.1 General

Final deadlines for coursework in different subjects are agreed upon between subject teachers and students. These deadlines are negotiated with the following aims in mind:

- to give students sufficient time to satisfactorily complete the assignments,
- to spread the assignment load for students as much as possible,

Teachers are responsible for providing students with structured timelines or milestones to support them in meeting deadlines and posting the assignment and due date on Managebac.

Failure to meet internal school deadlines is considered problematic as it may interfere with the progression of learning. All students are encouraged to approach their teacher to ask for help if their understanding of the task is not clear. Teachers will provide feedback on drafts if these are submitted before the due date. It is quite acceptable to submit work before deadlines, and students are urged to allow time for a thorough proof-reading of the final document before it is submitted.



4.2.2 In-class Work

i) Illness / Exceptional Circumstances

When a student fails to complete class assessments due to:

- Illness: The absence must be covered by a note from the parent or guardian or medical certificate.
- Exceptional circumstances: e.g. family or personal problems, the absence must be covered by the Coordinators or Counselors permission.

Common tests must be sat by students on the same day. For students who are absent due to illness or for other circumstances (accompanied by a note), and with the IB Coordinator's permission, their results shall be estimated or the student will sit an equivalent assessment on their return to school.

ii) Non-Participation / Lack of Time

When a student fails to repeatedly complete class tasks or class assessments due to non-participation or lack of time the teacher should evaluate whether it is due to:

- learning difficulties, or
- behaviour

After implementing appropriate strategies, if the problem continues, teachers will seek support from the student support team.

4.3 Class Placement

4.3.1. Arts

All students in Grade 6 – 8 students participate in a semester of Performing Arts and a semester of Visual Arts each school year. In Grade 9 students will elect one different discipline (Music, Visual Art, Dram/Dance) for each semester and Grade 10 will elect one for a full school year. Selection for these subject, is based on a first in first served basis and will be completed prior to the conclusion of a school year and finalized in the first week of the new school year.

4.3.2 Language and Literature

The Curriculum Coordinators for Language and Literature and Language Acquisition, in conjunction with the appropriate teachers, will annually review the placement of students who are involved in English B and students who are receiving a High Level of English support. The students English language proficiency levels will determine their English placements.



i) New or returning students to VIS

Students who are new or returning (after a period of absence) to VIS undertake standardized testing at enrollment. This consists of an ALTE language proficiency test and MAC II or MAP® as necessary. Based on the results of the enrollment testing students will be initially placed in the following classes for English (these placements vary per grade level).

Language Proficiency				VIS Initial English Class Placement <i>(variations may differ depending on Grade level of entry to VIS)</i>
ATLE Level	ATLE Level Description	Council of Europe Level	Cambridge Examinations	
0	Beginner (Breakthrough)	A1		Language B English Phase 1-3
1	Elementary (Waystage)	A2	KET	Language B English Phase 1-3
2	Lower Intermediate (Threshold)	B1	PET BEC Preliminary CELS Preliminary	Language B English Phase 3-5
3	Upper Intermediate (Independent User)	B2	FCE BEC Intermediate CELS Intermediate	Language B or A English
4	Advanced (Competent User)	C1	CAE BEC Advanced CELS Higher	Language A English
5	Very Advanced (Good User)	C2	CPE	Language A English

Source: University of Cambridge, Local Examination Syndicate; Oxford University Press

ii) Returning Students

All students will undertake an annual standardized language proficiency test prior to the end of each school year. Class placements are determined by individual student’s level of achievement and specific literacy skills as determined by assessments and participation in language classes.

iii) Ongoing Evaluation

All students (new and returning) who are placed in the Language Acquisition English classes will receive ongoing evaluation after initial placement. This evaluation will be based on formative and summative assessment opportunities which are embedded in the curriculum requirements.

iv) Changes in Class Placement in Language and Literature

We strongly value the need to meet each learner’s individual needs in language to ensure that they are successful learners. The following processes are in place to provide the maximum flexibility for movement between classes.

Students can move between Language Acquisition and Language and Literature courses at the end of Quarter 1, 2 or 3. During Quarter 4 students may be moved into Language and Literature if it is deemed that they would benefit from additional time in this programme in preparation for an intended move in the following year.



The following process is followed prior to the movement of a student during a school year:

- Teacher reviews student assessments, language proficiency and progress
- Teacher informs the Curriculum Coordinator of recommendation and a decision is made by the Curriculum Coordinator who informs the Secondary Principal of the decision and date of impending change.
- Teacher initiates discussion with the student and arranges a meeting with the parents and Curriculum Coordinator
- Curriculum Coordinator writes a formal letter to the parents to inform them of the shift. A copy of this letter is stored in the student's file.
- Student changes class

4.3.3 Language Acquisition

At the end of each year school year the Language Acquisition teachers review the placement of students based on their proficiency. This review will determine placement for the following school year. Any new students entering VIS will be assessed and placed in the appropriate level in their first lessons. They will be monitored and evaluated over their first two weeks at VIS and a class placement change may be necessary.

4.3.4 Mother Tongue

All students are encouraged to pursue Mother Tongue Language and Literature. In partnership with parents and language communities the Languages Coordinator will facilitate these placements. Students are expected that they will participate in Mother Tongue classes when already available. If students anticipate pursue a IB Bilingual Diploma in Grade 11/12, there is a pre-requisite that they pursue Mother Tongue in Grade 9/10.

4.3.5 Mathematics

Grade 9 and 10 students are placed in either Standard or Extended Mathematics. This is determined by their level of achievement and ability to problem solve in mathematics as determined by assessments and participation in mathematics classes.

i) New or returning students to VIS

New or returning (after a period of absence) students to the school are initially placed in standard level mathematics and are moved accordingly after the mathematics teacher and Curriculum Coordinator have assessed the student's mathematical ability.

ii) Ongoing Evaluation

All students (new and returning) in mathematics classes will receive ongoing evaluation after their initial placement. This evaluation will be based on formative and summative assessment opportunities which are embedded in the curriculum requirements of the mathematics courses.



iii) Changes in Class Placement in Mathematics

Students can move between Standard and Extended Mathematics at the end of Quarter 1, 2 or 3. During Quarter 4 students may be moved up to Extended if it is deemed that they would benefit from the time in this programme and in preparation for an intended move in the following year.

The following process is followed prior to the movement of a student during a year :

- The teacher reviews student assessments and progress
- The teacher informs the Curriculum Coordinator of their recommendation and a decision is made by the Curriculum Coordinator
- The teacher initiates discussion with the student and arranges a meeting with the parents.

Curriculum Coordinators writes a formal letter to the parents to inform them of the shift.

- A copy of this letter is stored in the student's file.

Advisor(s) have the responsibility of indicating which class they recommend students to be placed in for the following school year. This process is completed collaboratively and Advisors seek feedback from all teachers. The following process is followed to complete the recommendation

- Collection of preferences from students
- Consideration of criteria
- Construction of class lists

All classes are mixed ability classes and we ensure a balance is met within each grouping by considering the following criteria.

- Gender
- EAL / SEN
- Academic Ability
- Student preference - each student can indicate three friends they would like to be in class with. They will be placed with at least one (1) of these people.

4.4 Homework

The purpose of homework is to reinforce the skills taught during the day and to provide extended activities to facilitate the application of newly acquired knowledge. Homework provides students with the opportunity to develop their self-management and study skills and it is their individual responsibility for task completion. Students at VIS should anticipate homework and organise their after-school timetables to facilitate their work. **All homework should be recorded in the Student Planner by the student.**

4.5 Reflective Writing

Reflective writing is very important when developing metacognitive skills (learning about learning). In Advisory, subject groups, and as a part of the Service and Action component in the MYP, students will be asked to reflect on their learning.



This may involve thinking about;

- **Connections** – in a lesson do you see or make any connections with other subjects? Do you see connections to your subjects in other places, such as in the community?
- **Approaches to Learning** – what skills did you use in a lesson that enabled you to be successful, what new skills did you develop, what skills did you use but feel you need to develop further?
- **Learner Profile** - what characteristics of the learner profile did you focus on in a lesson? How do The characteristics help with the process of learning at different times?
- **Community Service and Action** – what have you done within your community? How have you engaged in your community to make it better? What have you done to develop your own personal skills?
- **Question** – as we reflect on a day of learning we often have many questions, record your questions in your journal to ask your peers or teachers next time you see them.

Reflections should be;

- **Self- Initiated** – the students choose the focus for their reflection based upon their learning experiences each day. On occasions reflections may be teacher directed. In these instances the teachers will be specific about the reflection to be completed and give a starting prompt.
- **Written or Visual** – students may choose to reflect using a mix of words, images and symbols. Their journal could include a variety of communication methods but must include regular written reflections.

i) **What is reflective writing?**

Reflective writing is writing which involves '... consideration of the larger context, the meaning, and the implications or effects of an experience or action' on you personally, on your approach to learning and on the processes you follow to learn. (Branch & Paranjape, 2002, p. 1185).

Many reflective writers keep in mind guiding questions, such as "What did I notice?" "How was I changed by this?" or "What might I have done differently?"

Thus, the focus is on writing that is not merely descriptive. The writer doesn't just hit the replay button; rather, you revisit the scene to note details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning, and relate what transpired to the rest of life.

Reflecting on and learning from experiences, including mistakes, can help learners to avoid repeated mistakes and, at the same time, identify successful aspects of an experience which might usefully be applied to other situations. Reflection provides the opportunity to make sense of and learn from any experience and handle similar situations appropriately another time. It gives learners the chance to explore thoughts and feelings, work through difficult or painful experiences, to develop self-awareness and fresh insights. It can help them to get away from routine, automatic action and make conscious and informed decisions after weighing up all aspects of a situation.

ii) **When to Reflect?**

Reflection may take place at different times:

- **Before Action** - weighing up different aspects before deciding on a particular approach
- **During Action** - thinking on your feet



- **After Action** - looking back
- **Reflective writing is largely concerned with looking back - but with a view to the future.**

To be effective and constructive, reflective writing needs to go beyond description of events and your own associated feelings. You need to look back, look around and look forward.

4.6 Laptops and Stationery

Specialized equipment is provided to students such as the sports shirt and subject Process Journals. Some basic stationary will be needed such as pens, coloured pencils and in some cases specialized calculators. Laptops are provided to all Grade 6 – 12 students and every student will need to read and sign an IT User Agreement

4.7 Managebac

Managebac is an online communication and curriculum management tool that is used by VIS teachers, students and parents. Feedback to students is continuous and parents / caregivers are provided with login access to Managebac so they are able to view course outlines, assessment details, levels of achievement and due dates and teacher feedback for their children.

All students are registered on this online platform during enrolment at VIS. Through this platform students can access course materials, assessment details, levels of achievement and manage due dates. Students are expected to submit work through Managebac as directed by their teachers. Turnitin is activated in conjunction with Managebac so that students can use this as a tool to help develop their understandings of academic honesty.

4.8 Student Planners

All students receive a student planner as a communication tool. The purpose of the planner is to help students learn organizational skills. They are to write all homework assignments in the planner, and organize their daily tasks in the planner. The planner is intended to be used in conjunction with Managebac calendars. The planner can also serve as a communication tool between teacher and parent: a teacher can write a note to a parent (or vice versa) in the planner. Parents are asked to check the planner regularly and use it as a tool for discussion at home about learning. It is expected that all students write their homework into the planner.

4.9 Contact Us

If you have any questions or information requests, please do not hesitate to contact the Middle Years Programme Coordinator, Personal Project Coordinator, the subject teacher, your child's Advisor or the Secondary Principal.

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4.9 List of Sources

The VIS MYP Curriculum Guide has been developed using the following sources; MYP:

From Principles into Practice, IBO, 2014

MYP Arts Subject Guide, IBO, 2014

MYP Individual and Societies Subject Guide, IBO, 2014

MYP Language and Literature Subject Guide, IBO, 2014

MYP Language Acquisition Subject Guide, IBO, 2014

MYP Mathematics Subject Guide, IBO, 2014

MYP Physical and Health Education Subject Guide, IBO, 2014

MYP Sciences Subject Guide, IBO, 2014

MYP Technology Subject Guide, IBO, 2014

