



Matija Gubec International School
International Baccalaureate Middle Years Programme

MYP HANDBOOK

school year 2020/2021



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IB mission statement

The 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 who understand that other people, with their differences, can also be right.

MG MISSION STATEMENT

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

Philosophy

Matija Gubec International School is committed to educating the whole child, in an academically challenging, nurturing, and child-centred environment. We emphasize freedom of expression, independent thinking, and positive personal values and qualities while maintaining a sense of responsibility to others through respect and cooperation. The educational framework of Matija Gubec International School represents the balance between the processes and outcomes of learning and the balance of interculturalism and promotion of cultural, national and lingual identity as a part of global citizenship.

We offer a high quality education based on the inquiry-based approach to teaching and learning, that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes. The curriculum is based not only on the acquisition of knowledge but also on the development of problem-solving and critical-thinking skills. Using a broad, research-based curriculum we emphasize literacy; written and oral communication; the creative process of the arts and music; the acquisition and mastery of multiple languages; reasoning in the sciences and mathematics; the pursuit of a physically active and healthy lifestyle; and, technology to enhance the learning and discovery process.

As future, fully contributing members of society, our students develop as socially and morally responsible individuals, and demonstrate this through understanding and respect for others and service to the community. Matija Gubec International School develops each student's self-worth, confidence, and pride by providing programs that make the most of our intercultural school community.

ABOUT THE SCHOOL MATIJA GUBEC...

...since 1995 our school has organized classes in the English language for the children of diplomats and business people from more than 30 countries around the world, which has established the school as an international meeting place.

...in the year 2002, the first International primary school in Croatia was opened. The school operates in accordance with the regulations from the regional office in Geneva, following the program of the International Baccalaureate (IB) which is the most extensive international program, accepted in more than hundred countries worldwide. Classes are organized according to the IB programme, for the students from grades 5, 6, 7 and 8 (MYP 0, 1, 2, 3).

...having introduced the education in the English language, we have become a part of Europe and the world, while the opening of the first primary International school has secured us a place in the chain of International schools of the world.

...ABOUT THE IB PROGRAM...

...the program extends over twelve years and is divided into three sections. In our school, the students begin their first educational period, the Primary Years Programme (PYP) and continue in the second educational period, the Middle Years Programme (MYP) finishing the first three levels, with an opportunity to continue their education in the IB secondary school, which issues the internationally recognized diploma after completing the entire program.

...the school has been given access to the Online Curriculum Centre which offers professional services to all the international schools in the world and promotes the innovations in the education thus connecting us with world education trends.

ABOUT THE CLASSES...

...teaching is given a holistic approach and is organised with the student in the focus

... the MYP organizes teaching and learning through **eight subject groups**:

- 1. Language and Literature** - English/Croatian
- 2. Language Acquisition** – English/Croatian/ German/French/Italian
- 3. Individuals and Societies** - History, Geography
- 4. Sciences** - General Science, Biology, Chemistry, Physics
- 5. Mathematics**
- 6. Design** – Product and Digital Design
- 7. Arts** – Music, Visual Art, Drama
- 8. Physical and Health Education**

...the subject groups are connected through global contexts and key concepts

...apart from English, which is the language of instruction, Croatian, German, French, Italian and Chinese are taught.

...through the area of Art (Music, Visual Art, Drama), we promote the diversity of national cultures, as well as the creativity of students (students write their own plays, design the costumes and the scenery and act).

...class content is often developed through student projects.

...the school offers numerous optional subjects and extracurricular activities (Coding, Do-It-Yourself, Extra Sport, Free Climbing, Host Country Studies, Photo Group, Piano, Religion, School Cooperative, Stage Management).

... English Language Support (ESL) classes are offered for students whose level of English is not sufficient to follow regular classes.

...the approach to learning sets high standards in the didactic and methodical shaping of the classes which we realize through the professional seminars for teachers in the European, Middle East and African countries within the IB, language immersion programs as well as the modern educational technologies which substantially transform the process of teaching.

...the application of new classroom technologies (multimedia) introduces students to new processes of acquiring knowledge and developing their critical thinking.

...the school places a special accent on promoting different cultures and developing intercultural awareness, mutual cooperation and tolerance.

A FEW MORE WORDS ABOUT THE SCHOOL...

...the school is located within fifteen minutes from the downtown centre...

...it is a new and modern building with a spacious gym, athletic tracks as well as playgrounds for volleyball, handball, basketball and tennis.

...we promote a healthy lifestyle by offering healthy food in our school restaurant (breakfast, lunch, and snack). Two menus are offered to our students, one of them being suitable for vegetarians. Halal certified food is available on request.

...the school's staff is highly competent (university degree, Master, Ph.D.) and the teachers regularly attend IB and other training courses and seminars. The school also has its own psychologist, counsellor and social pedagogue.

...the school organizes numerous cultural, public and humanitarian events (international exhibitions, fairs, cooperation with the other international schools).

...welcomes the changes, works on its recognition and identity and is the recipient of the *Best Primary School Award* by the City of Zagreb.

MIDDLE YEARS PROGRAMME MODEL

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

The MYP:

- ☺ addresses holistically students' intellectual, social, emotional and physical **well-being**
- ☺ provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ☺ ensures breadth and depth of understanding through study in **eight subject groups**
- ☺ requires the study of at least **two languages (language of instruction and additional language of choice)** to support students in understanding their own cultures and those of others
- ☺ empowers students to participate in **service within the community**
- ☺ helps to prepare students for **further education, the workplace**



The **first ring** around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding:

- ☑ **Approaches to learning (ATL)** - a key component of the MYP for developing skills for learning
- ☑ **Approaches to teaching** - emphasizing MYP pedagogy, including collaborative learning through inquiry
- ☑ **Concepts** - highlighting a concept-driven curriculum
- ☑ **Global contexts** - showing how learning best takes place in context:

1. **Identities and relationships**
2. **Orientation in space and time**
3. **Personal and cultural expression**
4. **Scientific and technical innovation**
5. **Globalization and sustainability**
6. **Fairness and development**

The **second ring** describes some important outcomes of the programme:

- inquiry-based learning may result in student-initiated action, which may involve service within the community → **Service as Action**
- the MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4)

The **third ring** describes the MYP's broad and balanced curriculum:

- the MYP organizes teaching and learning through **eight subject groups**:
 1. **Language and Literature** - English/Croatian
 2. **Language Acquisition** - English/Croatian/ German/French/Italian
 3. **Individuals and Societies** - History, Geography
 4. **Sciences** - General Science, Biology, Chemistry, Physics
 5. **Mathematics**
 6. **Design** - Product and Digital Design
 7. **Arts** - Music, Visual Art, Drama
 8. **Physical and Health Education**

that are connected through **global contexts** and **key concepts**.

COMMUNITY PROJECT

Community project is an independent project **required for all MYP3 students** in schools in which the MYP finishes with year 3 of the programme. The Community Project is a major activity for MYP3 students in year three of the MYP program at Matija Gubec International School.

The community project **focuses on community and service**, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to **service as action** in the community.

Community project:

- helps students to develop the **attributes of the IB learner profile**
- provides students with an essential opportunity to **demonstrate ATL skills** developed through the MYP
- fosters the development of independent, **lifelong learners**.







The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Community project objectives and assessment criteria published by IB. More details can be found in the *Community Project Student Handbook* and *Community Project Parent Handbook* published on the School's website.

Fundamental concepts

Intercultural awareness

This concept is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It not only fosters tolerance and respect, but also leads to empathy and understanding. This is a central idea in all IB programmes. Developing intercultural awareness concerns everyone within the school.

Students will:

-  know and understand their own culture and heritage
-  know and understand the cultures of others
-  strive to overcome prejudice
-  be aware of the diversity of cultures in our school
-  appreciate/respect differences and similarities
-  understand that every human being is unique and precious regardless of his/her origins

Holistic education

The MYP requires an approach to teaching and learning which includes and extends traditional school subjects. The programme emphasizes the disciplined study of traditional subjects groups. However, the areas of interaction provide the MYP main focus for developing links between the disciplines, so that students will learn to see knowledge as an interrelated whole. Through the application of the areas of interaction, students realize that most real-world problems require insights gained from a variety of disciplines, they develop the skills of inquiry and understand the similarities and differences between different approaches to human knowledge.

Communication

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

MYP ASSESSMENT

Aims

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

Assessment strategies

- observation - particularly useful when assessing some behaviours and skills
- selected response - tests and quizzes
- open-ended tasks - allow teachers to present students with a stimulus and ask them to communicate an original response that could take many forms, such as a presentation, an essay, a diagram or a solution to a problem
- performance - performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts and may take the form of a composition, a research report, a presentation or a proposed solution
- process journals - reflection is an essential element of effective learning. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection.
- portfolio assessment - portfolios can be used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

Assessment tasks

- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)

Reporting student achievement

The school communicates student achievement in each subject group to parents at regular intervals in the following ways:

- **e-Classbook** - enables insight into the student's school grades in any moment. It communicates student achievement against all MYP assessment criteria in all MYP subjects, descriptive grades and teacher's notes about student's progress.
- **parent conferences** - in which teachers communicate assessment data to parents openly and

- transparently, possibly supported by examples of each student's work
- **report cards** - in which all teachers contribute assessment data from their subject. Report cards are handed out at the end of first and at the end of second term. End-of year report card includes a 1-7 grade for each subject.
- **student-led conferences** - in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement

During each subject course different task will be assessed, such as project work, class tests of variety of types, course work, group assignments, oral presentations, homework, essays, practical work, demonstrations and reports according the specific subject criteria.

Students and parents should not hesitate to contact the teachers in order to discuss progress and achievements. Students should always feel free to ask for a meeting time with any of the teachers and should arrange for these interviews directly with the teachers.

The grading system follows the IB 1 to 7 scales. The work of MYP students is internally assessed by teachers. To be promoted to the next academic year, the MYP students must not have achieved below grade '3' in any of the subject. If a student has achieved '1' or '2' in one or two subjects, they need to attend the extended classes to improve their final achievements. If they don't manage to do so, a possibility is given to take the makeup exams from these subject(s). The exams are held at the end of August. If a student has achieved a failing grade (1 or 2) from three or more subjects, or has failed to pass the makeup exam, they will not be promoted to the next academic year and therefore, they will have to repeat the same academic year the following school year.

CRITERION-RELATED ASSESSMENT

- ✗ assessment is criterion-related, **based on four equally weighted assessment criteria** – all MYP subject groups have four assessment criteria
- ✗ the MYP identifies a set of **objectives for each subject group** which are described in terms of **what students should know, understand and be able to do**
- ✗ each objective is aligned with its corresponding **assessment criterion**
- ✗ the criteria for each subject group represent the use of knowledge, understanding and skills that must be taught.
- ✗ each criterion has nine possible **levels of achievement** (0–8), divided into **four bands** that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance
- ✗ each band has its own unique **descriptor**, which teachers use to make “best-fit” judgments about students' progress and achievement
- ✗ the teachers develop **task-specific rubrics** that gives very specific information on the expected outcomes at each level of achievement
- ✗ to determine a **final grade** teachers need to total the final levels of achievement in each of the criteria and then **criterion levels totals are converted into a grade based on a scale of 1-7** (using the grade boundary table)

MYP general grade descriptors

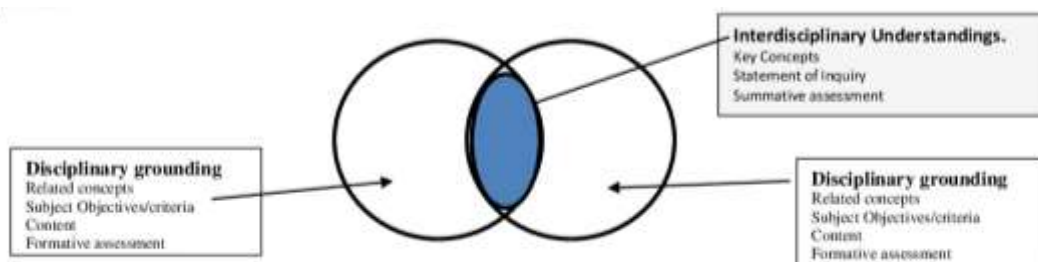
To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. To determine final grades in each year of the MYP, criterion levels are converted into a grade based on the MYP 1-7 scale using the grade boundary guidelines table:

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
GRADE 1 Very poor	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.
GRADE 2 Poor	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.
GRADE 3 Mediocre	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.
GRADE 4 Satisfactory	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.
GRADE 5 Good	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.
GRADE 6 Very good	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.
GRADE 7 Excellent	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.

INTERDISCIPLINARY LEARNING

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

In the MYP interdisciplinary learning is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding and to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.



In each year of the programme, MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process.

Students develop critical thinking and problem solving skills 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?*
- *What new perspectives do I have, now that I have studied these subjects in combination with one another?*
- *Can uniting these subjects initiate change in the world?*

Interdisciplinary assessment

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

Criterion A-Disciplinary Grounding The student demonstrates extensive necessary disciplinary grounding	Criterion B- Synthesizing The student synthesizing disciplinary knowledge to demonstrate consistent, thorough and insightful understanding.
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.	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

Students get **one grade** at the end of each interdisciplinary unit (for both subjects). Assigned grade is placed on the IB report card, but not included in the GPA calculation.

MISSION STATEMENT OF THE SCHOOL

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

PHILOSOPHY

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STATEMENT ON HOW THE SCHOOL PROMOTES THE PRINCIPLES OF INTERNATIONAL EDUCATION

Schooling and formal education is continually criticised for not properly preparing students for confronting the challenges and risks of modern life. Against these opinions the school offers, according to the MYP principles and philosophy, opportunities for the acquisition of knowledge, skills and competencies at all levels of MYP.

- ☺ multifaceted and multidimensional innovative approach to facilitating active participation in society
- ☺ aims and helps students participate actively, creatively and responsibly in decision-making
- ☺ provides life-long opportunities for acquiring, applying and transmitting information, values and skills in wide range of formal and non-formal educational and training contexts
- ☺ crosses over the borders between school and community and challenges between curricular and extracurricular activities as well as schooling and socialization
- ☺ strengthens a dynamic and sustainable democratic culture based on awareness and commitment to share fundamental values, human rights and freedoms, equality of differences and the rule of law
- ☺ strengthens social cohesion and solidarity and promotes inclusive strategies for all groups and sectors in a multicultural society
- ☺ promoting openness in school to flexible school and community relations on different levels, students' involvement in projects and associations outside classrooms, partnerships with voluntary sector, local leaders and educational research institutions, fostering co-operation and support from national and international organisations.

TEACHERS DEVELOPMENT

The teachers at Matija Gubec are very cognisant of the philosophy promoted by the International Baccalaureate and they enthusiastically and successfully deliver MYP programme.

It is commendable that each year the school administration allocate a considerable amount of funds for teacher development. The teachers regularly attend the IB conferences and Croatian seminars and workshops for teachers organised by the Ministry of Education. The teachers understand the benefits of teamwork therefore they meet each week to discuss school affairs and to plan stimulate units, themes and events.

LIST OF TEACHERS AND SUBJECTS

	SUBJECTS	TEACHER'S NAME	MYPO	MYP 1	MYP 2	MYP 3	REMARKS
1.	LANGUAGE AND LITERATURE						
	English	Irina Krić Ratko Johan	4	4	4	4	Homeroom Teacher MYP2
	Croatian	Mirjana Blažičko Barbara Čičmak	4	4	4	4	Homeroom Teacher MYP1
2.	LANGUAGE ACQUISITION						
	English	Irina Krić Ratko Johan	4	4	4	4	Service as Action/ Community Project Leader
	French	Katarina Gubo	2	2	2	2	
	German	Jelena Penava	2	2	2	2	
	Croatian	Barbara Čičmak Mirjana Blažičko	2	2	2	2	
	Italian	Petra Vedriš	2	2	2	2	Homeroom Teacher MYP3
3.	INDIVIDUALS AND SOCIETIES						
	History	Indira Brajčić Jelena Penava	2	2	2	2	
	Geography	Hrvoje Kuveždić	2	2	2	2	
4.	DESIGN						
	Product Design	Ivana Devernay Cimić Linda Zelić	2	2	2	2	Homeroom Teacher MYP0
	Digital Design	Ivana Devernay Cimić Linda Zelić	1	1	1	1	MYP Coordinator
5.	SCIENCES						
	Biology	Lana Brkić	/	/	2	2	
	General Science	Lana Brkić	2	2	/	/	
	Chemistry	Lana Brkić	/	/	2	2	
	Physics	Marko Šolić	/	/	2	2	
6.	MATHEMATICS						
		Iva Leženić	4	4	4	4	
7.	ARTS						
	Music	Vida Manestar	1	1	1	1	
	Visual Art	Ivana Devernay Cimić	2	2	2	2	
	Drama	Barbara Čičmak Petra Vedriš	2	2	2	2	
8.	PHYSICAL AND HEALTH EDUCATION						
		Luka Horvat/ Marko Korbar	3	3	3	3	

Approaches to Learning

The programme encourages the use of a variety of learning skills and teaching methodologies to produce a challenging environment where students **learn how to learn** best in different contexts and how to take responsibility for their own learning.

- ◇ **How can I be an effective learner?**
- ◇ **What are good study habits?**
- ◇ **How do I find and use information in my tasks?**
- ◇ **Where can I go for help?**
- ◇ **What can I do to get better grade?**

Approaches to learning include:

- ◇ communication skills
- ◇ social skills
- ◇ self-management skills
- ◇ research skills
- ◇ thinking skills



Service as Action



The school programme develops a variety of opportunities for students' involvement in service in every year of the programme through the school-designated projects and self-initiated service activities.

Service activities start in the classroom and extend beyond it, requiring the students to take an active part in the communities in which they live. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

- ◇ **What is a community?**
- ◇ **Who am I as a part of the school / local / national/global community?**
- ◇ **How can I help others in need in my local and in the global community?**

IB learner profile

IB learner profile is a set of characteristics that the students develop during the MYP Programme.
IB learners strive to be:

CARING

We care about the others and the world around us. We are committed to having a positive impact on the world.

KNOWLEDGEABLE

We develop our knowledge deeper and with greater understanding. We apply our knowledge to global, local and personal situations.

INQUIRERS

We are curious about the way the world works and ask intelligent questions in order to find out more. We enjoy learning and do our best to understand. At the end of each day, we think "Did I ask a good question today?"

OPEN-MINDED

We accept other points of view and other people's beliefs and opinions. We understand that other people, even with ideas we don't agree with, could also still be right!!!

RISK TAKERS

We are not afraid to take on new challenges, try new things or try to make a positive difference in the world. We understand that making a mistake gives us a valuable lesson from which we learn.

REFLECTIVE

We think about what we have achieved and the impacts our achievements or actions have had on the world around us. We aim to improve through evaluation and changing our actions for the better.

COMMUNICATORS

We communicate effectively with the others, through a range of different media and with an appropriate and understandable language. We would like to educate the world with what we have learned, so that the others can also make a difference.

BALANCED

We try to make sure our life and interests are given fair attention. We grow intellectually, emotionally and intelligently.

THINKERS

We take initiative in solving our own problems.
We connect the things we have learned to the world around us.

PRINCIPLED

We are fair, honest and just. We want to see all those around us be treated with decency, dignity and compassion and are not afraid to stand up for what we believe is right.



School Calendar

1st term

7th September 2020 – 23rd December 2020

Autumn Break

2nd November 2020 – 3rd November 2020

First Winter Break

24th December 2020 – 10th January 2021

2nd term:

11th January 2021 – 18th June 2021

Second Winter Break

23rd February 2021 – 28th February 2021

Spring Break

2nd April 2020 – 11th April 2021

End of the school year:

18th June 2021

MG

PARENT/SCHOOL COMMUNICATION

The school's administration and teaching staff feel that close communication between the school and parents is vital to the effective operation of the school.

If a problem occurs or you need additional information, please contact your homeroom teacher immediately. All concerns should be attended to when they start. Constructive collaboration between parents and the school is of great importance.

A) PARENTS MEETINGS

Four parents meetings are planned for each school year. The first meeting, on the first day of school, consists of presenting the IB MYP programme model, school curriculum, attendance rules and school policies. Parents will be informed of the date and agenda of the three plenary meetings during the course of the year.

B) PARENTS' HOURS

Parents can also meet with the teachers at a specific weekly conference hour, according to the *Parents' Hours list* that will be posted on the School web-site during the first three weeks of the school year.

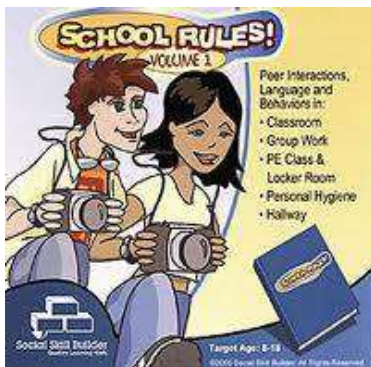
HOW CAN PARENTS HELP THEIR CHILDREN?

From "Improve Your Memory", 3rd edition, by Ron Fry, Career Press, 1996

- a. **Set up a homework area**
free from distraction, well lit, with all necessary supplies handy
- b. **Set up a homework routine**
when and where it gets done.
- c. **Set homework priorities**
actually, just make the point that homework is priority – before any other free time activity.
- d. **Make reading a habit**
Children will inevitably do what their parents do, not what their parents say.
- e. **Turn off the TV**
or, at least, severely limit when and how much TV-watching is appropriate. (Facebook, or video-game time)
- f. **Talk to the teachers**
Find out what your children are supposed to be learning. If you do not, you cannot supervise. You might even be teaching them things at odds with what the teachers trying to do.
- g. **Encourage and motivate**
but don't nag them to do their homework. It doesn't work.
- h. **Supervise their work**
but don't fall into the trap of *doing* their homework
- i. **Praise them to succeed**
but don't over praise them for mediocre work.

May we add to this list,

- ☺ **Check your children's notebooks regularly** to make sure that they are organised and neat
- ☺ **Make sure your kids are well equipped** with school necessities, such as school bag, pens, pencils, eraser, glue, ruler, etc.



CODE OF CONDUCT

Students are expected to conduct themselves in a manner that brings respect and honour to their parents and the school. The classroom teacher will handle matters of discourtesy in the classroom. Discourtesy outside the classroom will be referred to the homeroom teacher and the MYP coordinator.



- ♣ **The students have to wear slippers or tennis shoes at school.**
- ♣ **The students must not leave the school building during the classes nor go to the shops during the breaks.**
- ♣ **The students are expected to come to school at the designated time and not be late for classes.**
- ♣ **The students are expected to take care of the school property and other belongings. They must not write on the desks or on the walls. They must never touch the fire extinguisher in fun. They are expected to keep the school tidy and pick up litter at all times, whether they dropped it or not.**
- ♣ **The students must not lose their locker's key. In case of loss, the student must pay for a new one.**
- ♣ **The students are expected to respect all fellow students, teachers and school personnel. They are expected to display a positive attitude towards school life and contribute to a friendly class atmosphere.**
- ♣ **The students are expected to greet the teachers and elders whenever they meet them.**
- ♣ **The students must never use inappropriate language.**
- ♣ **The students are expected to be polite, kind, positive and silent during classes.**
- ♣ **The students must never bring dangerous items or any object likely to cause harm (such as knives, aerosols, lighters) to school.**
- ♣ **The students must not take anything that does not belong to them.**
- ♣ **The students must not run in the hallways or on the stairs.**
- ♣ **The students are expected to finish their meals in the cafeteria and not eat in the halls or during the classes.**
- ♣ **If the students do not feel well, they have to contact their subject teacher/homeroom teacher/programme coordinator or the school administration.**
- ♣ **The students are expected to try their best at all times and treat others the way they want to be treated!**

During breakfast time

- ☺ The students must leave everything in order.
- ☺ The students must wait for the teacher and leave with the whole group for the next lesson.

During lunch time

- ☺ The students are supposed to have lunch at the determined time (13:00 – 13:10).
- ☺ The students are not allowed to enter the cafeteria in jackets and shoes.
- ☺ The students must leave everything in order.
- ☺ The students **are not allowed to bring outside food.**



Gubec Inter

During the lesson

- ☺ If the students have to wait to enter a classroom, **they form a line and wait quietly.**
- ☺ **The students must arrive punctually to the class.**
- ☺ **The students must turn off their cellular/I-phone during the lessons.**
- ☺ The students should take their place according to the seating plan created by the teacher as soon as they enter the classroom.
- ☺ **The students should raise their hand in order to answer a question and wait to be given permission to speak.**
- ☺ **The students should follow the instructions given by each teacher concerning classroom tidiness, school material or classroom equipment.**
- ☺ Equipment in the classroom (i.e. musical instruments, scientific instruments, computers...) should only be used under the teacher's supervision.
- ☺ **The students must not leave the classroom without the teacher's permission.**
- ☺ The students should straighten their desks and chairs before leaving the classroom.



IN CASE OF MISCONDUCT

For unsatisfactory behaviour or unsatisfactory classroom attitude, the school has a system of penalties according to the Croatian Education Law (*Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*) and the *School Statute*.

STUDENT APPRECIATION

During and at the end of the school year, awards will be given to students for:

- excellent and outstanding academic performance
- creative participation in curricular and extra-curricular activities
- participation in school competitions
- exercising polite, well-mannered behaviour which serves as a role model to other students.

Awards may be given by the homeroom teacher, Class Teachers' Council or General Teachers' Council.

LOCKERS

Each student has their own locker to keep the school things and school shoes in. They also get a key for which they are responsible during the entire school year. In case the key is lost, the parents have to have a new key made

MONEY AND VALUABLES

Students should not bring large sums of money or other valuables to school. The school does not take responsibility for any lost or stolen personal property.

ABSENCES

As stated by the local Authority "Parents are responsible for ensuring that their child attends school regularly". Regular and punctual daily attendance is expected of all students. Records of the students' daily attendance and lateness are maintained by the school and are reported in the final report card: number of lessons absent (excused/unexcused). **Parents have an insight into their child's absences through the e-Classbook**

In case of absence, parents are obliged to write an excuse note if the absence is up to three days. **Longer absence requires a family physician's excuse note. On the first day of absence, the parents should notify the homeroom teacher** about the reasons of absence and how long it is expected to be (by phone or e-mail). The parents should **send the excuse note to the homeroom teacher within two days upon their child's return to school**. The excuse note should notify the **reason of absence**. Upon their return to school the students are expected to catch up and do the missed homework within the next few days.

Unexcused absences result in one of the following disciplinary actions:

- if the number of unexcused periods **exceeds 0.5%** of the total number of periods per school year: **written warning by the Homeroom Teacher**
- if the number of unexcused periods **exceeds 1%** of the total number of periods per school year: **written reprimand by the Class Teachers' Council**
- if the number of unexcused periods **exceeds 1.5%** of the total number of periods per school year: **written reprimand by the General Teachers' Council**
- if the number of unexcused periods **exceeds 2%** of the total number of periods per school year: the special treatment will be initiated by the school and social services.

SCHOOL HOLIDAYS

School holidays give the opportunity for all to rest and for some, to catch up subject contents that have been missed. Since many of our students are foreign nationals, many travel to their native country for a visit. We strongly recommend that parents and students think very carefully when extending these weekly holidays because the students can fall behind in their studies very quickly. The students, who do take extended holidays, are asked to catch up immediately upon their return. Teachers will not be responsible for the students falling behind.

Please note that a special permission has to be requested for a student to be granted leave. Your official request in writing should be provided to:

- a) the Homeroom Teacher to get permission for up to 3 day-absence**
- b) the Principal to get permission for up to 7 day-absence**
- c) the General Teachers' Council to get permission for up to 15 or more days of absence**

For the sake of the children's education such requests should be kept to an absolute minimum. Holidays should be taken during school holiday periods.

PUNCTUALITY

Students must arrive punctually to the class. School begins at 8.00 am and it is important that **the student arrives to school at 7:40 (MYP0 and MYP2) or 7:50 (MYP1 and MYP3). If the student is late, they will not be permitted to enter the school for that period.** They are required to have a parent's excuse note with a valid reason for being late. Parents of students who are regularly late will be contacted.

EARLY RELEASE

When the student has to leave school during class time, e.g. for a dental or any other medical appointment, it is essential that parents **notify the homeroom teacher or MYP coordinator in advance.** In addition to that, parents need to **provide their permission by way of a note which includes the following details:**

- the date parents are giving permission for their child to leave the school
- the time their child will be leaving or returning
- the reason for their child's absence.

Parents should also sign and date the note that should be presented to the homeroom teacher before the student leaves. This rule is out of genuine concern for the children's safety.

EXCUSE NOTE AND EARLY RELEASE FORM

For excusing your child's absence please use the following form:

Please, excuse the absence of _____ (name of the student), MYP _____,	
from _____ until _____ because _____	

Date: _____	Parent's signature: _____

MONITORS

Each week, the homeroom teacher names two monitors. Their responsibilities are:

- ✎ to check the classroom before the beginning of the class, and report irregularities or damages
- ✎ clean the board
- ✎ report the missing students at the beginning of each class
- ✎ check the classroom after the class

ANNUAL SCHOOL PROJECT AND FIELD TRIPS

Each school year we have an annual project that our field trips are based on and that enables different subject groups to interact. There are also numerous integrated days/lessons to allow students to participate in different activities such as community and service events, project presentations and cultural events.

Field trips are an interactive and engaging method of learning in environments outside the classroom. Getting into the field brings lectures, labs, homework, and text readings to life. Field trips are invaluable experiences, and the students should make every effort to take part. Since the field trips are an extension of our classes, all school policies, rules and regulations are in effect during the field trips.

CODE OF BEHAVIOUR FOR SCHOOL FIELD TRIPS

Students should be aware that at all times people judge them according to their behaviour. This is of particular importance on school outings. Students should:

- | | |
|----------------------------------|---|
| ☺ be polite | ☺ not drink alcohol |
| ☺ obey the set of school rules | ☺ voice their opinion but not complain |
| ☺ respond positively to commands | ☺ be respectful of others |
| ☺ not litter | ☺ be kind, generous and helpful |
| ☺ not smoke | ☺ think of their safety and their friends |
| ☺ not disturb others | |
| ☺ not shout | |



STUDENT'S INSURANCE

The students are insured during school days, study visits, during physical education classes and on field trips.



DRESS CODE

Reflect Your Respect!

School is a place of learning and culture. One way we can support children to respect this, is to ensure that the way they dress for school is appropriate.

- Clothing worn to school must be safe, practical and appropriate for the range of activities students take part in during the school day. Natural fabrics are encouraged. Clothing is expected to be clean, in good repair and be of respectable and safe appropriate length.
- All students are expected to maintain the highest possible standards of personal hygiene. This includes personal cleanliness, as well as wearing clean clothing.
- No students may wear dark glasses while inside the school building.
- No students will be allowed to wear clothing or jewellery which displays suggestive slang or advertising (alcohol, drugs) or inappropriate language.
- Students will not be allowed to wear torn, frayed, or cut clothing.

Hats

No students may wear hats or head coverings of any kind during a regular school day.

Tops

All tops must be an appropriate fit and covering the chest, with minimum sleeve length covering shoulder. T-shirts must fully overlap or tuck in to pants or skirt when standing. There should be no skin showing between the bottom of the blouse and the top of pants or skirt when arms are extended above the head. No students will be allowed to wear tank tops, halter tops, tube tops or crop tops. Students may not wear transparent tops without adequate undergarments. No tops cut low in the front, back or side will be allowed.

Skirts and Dresses

Dresses must not be low cut and have minimum sleeves length covering the shoulder. Dresses and skirts should be of modest length (no shorter than 7 cm from the top of the knee). Off-the-shoulder dresses are not allowed.

Shorts

Students are allowed to wear shorts of modest length and appropriate material. Shorts should be no shorter than 7 cm from the top of the knee. Silky or mesh athletic shorts, biking shorts, swim or board shorts, cut-offs or other inappropriate shorts will not be allowed.

Jewellery

Although discouraged, where jewellery is worn, it must not pose a danger or interfere with the child's performance of school activities.

School uniform

Students are obliged to wear the school uniform during the field trips and all learning-outside-the-classroom activities.

Consequences for Breaching the Dress Code

Students who are in breach of the dress code will initially be given a warning. If the student continues to breach the dress code after a warning, they may be asked to remedy the situation immediately if able, put on an alternative garment if available and parents will be notified.

NON-GADGET POLICY



Taking into consideration that the abundance of gadgets in our students' lives harm their social and emotional well-being and academic performance we have decided to introduce a **Non-Gadget Policy** at our school. Non-Gadget Policy aims at helping our students achieve a healthy academic balance, breaking excessive online and video game habits, improving their communication with the teachers and creating an environment for informal verbal communication among the students during their breaks.

The following are the guidelines for mobile phones / electronic gadgets usage in the school:

1. **The students can bring their mobile phones to school and keep them in their bags but they are not allowed to use their mobile phones and electronic gadgets during school hours and during breaks.**
2. The students who need to contact home in an emergency during school hours may do so through their homeroom teacher/Office using the school phone.
3. Any student who uses a mobile phone in school **risks having it confiscated**. This device will be turned off and **only returned to the parent**.
4. The students **are allowed to use calculators in Math and Physics classes**.
5. **Smart phones are only to be used in the classroom when directed by the teacher for educational purposes.**
6. Staff use of mobile phones will be confined to break times and after school (except in the case of an emergency).

We kindly ask you to cooperate in the coordination and implementation of this *Non-Gadget Policy* by reminding your child about this set of school rules and limiting their non-classwork screen time at home.

We strongly believe that you will support the whole initiative that may hopefully help our students replace technology with more personal interactions.

MYP STUDENT PORTFOLIO

At Matija Gubec International School students must keep a student portfolio. Please read the following information carefully.

What is a portfolio?

The portfolio is an essential part of the IB curriculum and allows you to show your growth within a year. It is a collection of the pieces of work that you have chosen to keep, reflect on and share with your parents. There will be 5 areas that are evident.

1) Learner Profile

Reflect on your experiences in and outside of school and how these demonstrate the attributes of the IB Learner Profile

2) Service

Reflect on your efforts to improve the lives of others. This work may be in school or in the community at large.

3) Academic Progress

Reflect on your work in the MYP subject groups. What are your strengths? What needs to be improved?

4) Approaches to Learning

Reflect on your skills in the essential areas of Communication, Social, Self-management, Research and Thinking

5) Inquiry

Demonstrate the inquiry cycle across the curriculum (Inquiry, Action, Reflection)

Why do I keep a portfolio?

The portfolio will help you in three ways:

- you can **reflect** on your learning throughout the year
- you can **organize** the evidence of your work in a variety of areas
- you can **share** your accomplishments with your family and others at the Student-Led Conference in June

What type of work do I put in my portfolio?

You may select class work, home learning assignments, journals, essays, artwork, scripts/plays, design folders, brochures, stories, poems, research reports, maps, models, projects, certificates you earn from participating, field trip photos. If the project is too large to fit in your Portfolio, a photo may be attached to a paper that describes the project. Be sure the date is on all your work and don't forget to complete and attach the *ATL Reflection Form* and *IB Learner Profile Self-Assessment*.

What is Portfolio Day?

Before the end of the school year, we will have a school wide Portfolio Day to celebrate and reflect on our learning. You will choose your work to save from each class and write a reflection on your work.

When do I place work in my Portfolio?

You will select work on your own and put it in the personal binder. You will reflect on it during assigned times in your homeroom and subject classes. Your portfolio will be reviewed at least twice per semester in your homeroom classes.

Who will grade it?

You will self-assess your portfolio by using the student checklist at the end of the year. Your homeroom teacher will also evaluate it as a **requirement for completing the academic year**. Be sure that all required items listed below are included for each year.

Organization of the Portfolio

Table of contents:

- 1) Cover page
- 2) School mission statement (translate the mission statement in your mother tongue)
- 3) Personal page:
Who I am?
Write about yourself. Include a personal motto (it can be a thought/quote by somebody that influences you) and your language profile.
- 4) Goal setting
(My personal goals for each semester)
- 5) Selected pieces of work organised by divider pages into 10 sections with 10 learner profile attributes:
Make sure you include work from each subject!
Each piece of work selected for the portfolio should be accompanied by reflection, which are available online:
 - 6) ATL reflection
 - 7) IB learner profile self-assessment
- 8) Evidence of my involvement in Service as Action
- 9) End-of-semester reflection forms
- 10) Portfolio checklist

We hope you will enjoy compiling your Portfolio. Remember, your portfolio is all about you and your achievements throughout the year. Put in your best and take pride in doing your Portfolio. Happy portfolio making!

ATL Reflection

First Name: _____ Last Name: _____ MYP Year: _____

Title of task/work: _____ Date of completion: _____

Why have you chosen this work for your portfolio?



Explain what exactly you **were required to do** in this task/unit?

What did you **learn or discover**? What information was the most interesting/surprising to you?

Which of the **ATL skills** do you feel is (are) your **strength**? Why?

In what area do you **need to improve**? Which skills do you need to improve? **How**?

How may the skills that you have developed throughout this unit **be of help to you in your future career**?

What would be your **suggestions for students** who will work on a similar unit next year?

IB Learner Profile Self-Assessment

First Name: _____ Last Name: _____ MYP Year: _____

Title of task/work: _____ Date of completion: _____

Identify to which degree you demonstrate the attributes of the IB Learner Profile in this unit/task by circling:
NA – not applicable, 2 – very little, 3 – somewhat, 4 – quite a lot, 5 – a great deal.



1. Inquirers: NA 2 3 4 5

I am curious about the way the world works and ask intelligent questions in order to find out more. I actively enjoy learning and do my best to understand. I acquire the skills necessary to conduct inquiry and research and show independence in learning.

2. Knowledgeable: NA 2 3 4 5

I develop my knowledge deeper and with greater understanding. I apply my knowledge to global, local and personal situations.

3. Thinkers: NA 2 3 4 5

I take initiative in solving my own problems. I connect the things I have learned to the world around me.

4. Communicators: NA 2 3 4 5

I communicate effectively and willingly with others, through a range of different media and with an appropriate and understandable language. I understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

5. Principled: NA 2 3 4 5

I am fair, honest and just. I want to see all people around me be treated with decency, dignity and compassion and I am not afraid to stand up for what I believe is right. I take responsibility for my own actions.

6. Open-minded: NA 2 3 4 5

I accept other points of view and other people's beliefs, opinions and traditions. I understand that other people, even with ideas I don't agree with, could also still be right.

7. Caring: NA 2 3 4 5

I care about the others and the world around me. I show empathy, compassion and respect towards others. I am committed to having a positive impact on the world.

8. Risk-takers: NA 2 3 4 5

I am not afraid to take on new challenges, try new things or try to make a positive difference in the world. I understand that making a mistake gives us a valuable lesson from which we learn. I am brave and eloquent in defending my beliefs.

9. Balanced: NA 2 3 4 5

I try to make sure my life and interests are given fair attention. I understand the importance of intellectual, physical and emotional balance to achieve well-being for myself and others.

10. Reflective: NA 2 3 4 5

I think about what I have achieved and the impacts my achievements or actions have had on the world around me. I am able to assess and understand my strengths and weaknesses. I aim to improve through evaluation and changing my actions for the better.

MYP PORTFOLIO CHECKLIST

Student's Name:

Grade:

	Check
The portfolio is neatly organized following the table of contents.	
Cover Page	
School Mission Statement	
Translation of the School Mission Statement to my mother tongue	
Personal Page (Who am I? My personal motto. Language Profile)	
Goal setting (my personal goals for each semester) I have included my personal goals for each semester.	
Each IB Learner Profile divider is in a clear sheet protector.	
Piece of work from each subject	
ATL Reflection for each piece of evidence in the portfolio	
IB Self-Assessment for each piece of evidence in the portfolio	
Service as Action - Evidence of my involvement in Service as Action – Activity Proposal and Evaluation Form	
End-of-Semester reflection forms I have included the reflection on the first and second semester goals.	

There is a variety of works included. Check all that apply:

journal entries	poems	brochures
essays	research reports	models
scripts	artwork	booklets
design folders	stories	maps
projects	slide shows	field trip photos

HOMEROOM TEACHER'S VERIFICATION:

The student has accurately recorded the completion of each portfolio section.

Teacher's Name:

Signature:

You can find more details about portfolio in the “MYP Student Portfolio” section on the School’s website.

ACADEMIC HONESTY POLICY

The purpose of the document is to establish a school policy that promotes good academic practice and a school culture that actively encourages **academic honesty**. Taking the **IB learner profile** as a basis for our school practice and a challenging model for our students, we promote the values important for academic honesty acceptance.

According to IB publications:

„**Academic honesty** is a set of values that promotes personal integrity and good practice in learning and assessment and in the MYP is part of **approaches to learning**. The IB recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.“⁷

“All candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially **authenticity** and **intellectual property**.”

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate'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.”

What is academic dishonesty?

- **plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own (using another person's words, pictures, charts or ideas without properly giving that person credit.)
- **collusion**: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work**: this is defined as the presentation of the same work for different assessment components
- **any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, copying the work of another candidate, stealing examination papers, fabricating data for an assignment.)

Consequences in a case of academic dishonesty

Plagiarism or general academic dishonesty is a serious offence and it should be taken seriously by all members of the school community. In case a student is found to have committed plagiarism or is guilty of academic dishonesty, or is found to deliberately help someone else to cheat, parents will be notified by the teachers and no positive grade will be recorded for the assessment task. The students will be given a chance to redo the assessment task.

Teacher responsibility

Teachers are also expected to:

- support and encourage the school policy on good academic practice
- provide candidates with advice whenever necessary, teaching students how to use all forms of resources adequately - including information and communication technologies (ICT)
- use a search engine to detect a plagiarised work
- be familiar with the IB publication “Academic honesty”
- ensure an examine environment suitable for supporting academic honesty and
- offer examples of good academic policy as often as it is possible

Student responsibility

Students are expected to act with integrity and honesty and they are responsible for the authenticity of their work and acknowledgment of their sources.

Parent responsibility

Parents are expected to encourage students to practice academic honesty.

Gender-Fair use of language

The United Nations regards gender equality as human right.

The language that teachers use provides an important model for students. Word choices often reflect unconscious assumptions about gender roles. These guidelines for gender-fair language use encourage and promote gender equality in language and society by avoiding exclusionary forms and suggesting inclusionary alternatives.

Avoid exclusionary forms	Choose inclusionary alternatives
he, his	he or she, his or her, their
man	humanity, human beings, person, people
<u>Job or career</u> <ul style="list-style-type: none">• chairman/chairwomen• businessman/businesswoman• congressman/congresswoman• policeman/policewoman• salesman/saleswoman• fireman• mailman• stewardess• authoress	<ul style="list-style-type: none">• chair, coordinator, moderator, presiding officer, head, chairperson• business executive , manager, businessperson• congressional representative• police officer• salesperson, sales clerk, sales representative• fire-fighter• postal worker, letter carrier• flight attendant, steward• author
<u>Titles Labels and names:</u> <ul style="list-style-type: none">• Miss, Mrs.• Mrs. Ian Wright• Mr. and Mrs. Ian Wright	<ul style="list-style-type: none">• Ms.• Ms. Anna Wright• Ms. Anna Wright and Mr. Ian Wright

GUIDE TO ACADEMIC HONESTY IN MYP

Citing a bibliography

When we find information from another source, such as a book or a website, we are really only 'borrowing' it for the purpose of our assignment. Someone else worked to produce that work, so we should respect that work by CITING it at the end of our piece of work. At the end of each piece of research-based work we complete, we must include an extra section called the BIBLIOGRAPHY. Here we can cite (write down) all the sources of information we used to complete our task.



How to acknowledge the sources used



Books:

Author's name. Family Name, First Name.	Title of Book.	Place of publication:	Publisher,	Year of Publication.
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E.g. Sperry, Armstrong. All about Arctic and Antarctic. New York: Random House, 1975



Encyclopaedia Articles:

"Title of Article."	Title of Encyclopaedia.	Editor's name. Ed. First Name Last Name.	Edition. e.g.: 9 th Ed.	Volume Number E.g. Vol. 2.	Place of publication:	Publisher,	Year.	Pages.
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E.g. « Ethiopia. » The New Book of Knowledge. 1st Ed. Vol. 2, 296-301



An article in a periodical (magazine/journal):

Author's name. Family Name, First Name.	"Title of Article"	Name of Periodical	Date Day Month. Year:	Pages.
--	--------------------	--------------------	--------------------------	--------

E.g. Chang, Maria L. "Sea Otters Take a Dive." Science World 22 Feb. 1999: 5.

Part of a book or an article from a reference book:

Author's name. Family Name, First Name.	"Title of article."	Title of collection	Editor's name. Ed. First Name, Last Name.	Place of publication:	Publisher,	Year.	Pages.
---	------------------------	------------------------	---	--------------------------	------------	-------	--------

An interview:



Last name, First name (of a person interviewed).	Personal interview.	Date of interview.
--	---------------------	--------------------

E.g. Doe, John. Personal interview. 18 Feb. 2009.

ELECTRONIC SOURCES:

Web sites:



Author(s). Family Name, First Name. (if given)	Web site title.	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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E.g. Thiers, Genevieve. The Duckbilled Platypus. 21 Feb. 2003
<http://ncnc.essortment.com/duckbilledplat_rmml.htm>.

On-line periodical (journal, newspaper or magazine):

Author(s). Family Name, First Name.	"Title of Article".	<u>Name of Periodical</u> .	Date of Publication. Day, Month. Year	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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Videos:

Title.	Director's name.	Distributor,	Year.
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E.g. Rock and Mineral. Dir. Julyan Caius. Dorling Kindersley and BBC Worldwide, 1996.



CD ROM's:

Author's Surname, First Name.	<u>Title</u> .	CD ROM.	Distributor,	Electronic Publication Date.
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E.g. New Internationalist. NI Archive vol 2. CD ROM. New Internationalist, 2001.



Films or Movies:

Title of the film or movie.	Name of the director.	Performer names (if relevant)	Distributor,	Release Year.	Film.
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E.g. The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.



YouTube Image or Video:

Author's Name or Poster's Username.	"Title of Image or Video".	Media Type. Text.	<u>Name of Website</u> . Name of Website's Publisher,	Date of posting,	Medium. Date retrieved.
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E.g. Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." Online video clip. YouTube. YouTube, 22 Apr. 2006. Web. 9 Sept. 2010.

Please note: you need to include all the formatting displayed above (**underlining**, **commas**, **brackets**, **colons** etc.)

HOW SHOULD YOU PRESENT YOUR WORK?

Unless your teacher advises you otherwise, please follow the guidelines below when you do homework or prepare a written assignment.

Hand written work

- On A4 paper
- Your name on the left
- Your teacher's name on the right
- The date under the teacher's name on the right
- A title
- A margin on the left
- Hand-written work in dark blue or black ink
- An indentation or skipped line for each new paragraph
- Pages are numbered if more than one page

Digital or printed copy

- Your name on the left
- Your teacher's name on the right
- The date under the teacher's name on the right
- A title
- Text aligned both left and right
- Font size 12 and 1.0 spacing
- A clearly legible font, e.g. Arial, Calibri or Comic Sans
- An extra space before each new paragraph
- Pages are numbered if more than one page

For extended pieces of writing your teacher may require you to include a **cover page** and table of contents. On the cover page you will include:

- A title and subject
- Your name and surname
- Your teacher's name
- The date the assignment is due

Naming and Submitting work as digital File Types

You should name your work accordingly:

Name - Year - Subject – Topic e.g. Joel Blogs – MYP2- Science - Motion. PDF

Assignments:

- Microsoft Word™ (DOC and DOCX)
- Portable Document Format (PDF)
- Pages saved as PDF

Welcome to our library!

Librarian: **Mirna Ćurković**

- ✚ The library seeks to promote information literacy and encourages lifelong learning among teaching staff and students.
- ✚ The library staff accomplishes the mission by helping users to define their information needs and then select, access, interpret and use information and ideas from a variety of sources, which reflect the multicultural nature of our school community.
- ✚ Helping our students develop a love of reading and an appreciation of literature is central to our philosophy.
- ✚ Our library is small but offers an array of resources to support and enhance the school's curriculum.
- ✚ Students can borrow books from the school library or use resources in the reading room on daily basis.
- ✚ The library is equipped with computers and internet access.

Policy of the Library

1. All students and teachers have the right to use the school library free of charge.
2. The library's visitors can use its book, magazines, newspapers and reference books.
3. **Two** books can be borrowed for the period of **15** days.
4. Encyclopaedias, lexicons, dictionaries, biography dictionaries, atlases, bibliographies and other reference books **can't be taken out**.
5. Damaged or lost must be compensated for. The compensation is set by the librarian together with the homeroom teacher.
6. The **members are expected to protect the books** and all other library resources from any damage which includes highlighting, tearing out the pages, cutting out illustrations, staining and so on.
7. The person who borrowed the book is also responsible for it.
8. No students can leave school until they **have returned** everything that has been borrowed.
9. **There should be peace and quiet in the library at all times**.
10. Everybody has free access to all the books.
11. Students are allowed to use the computers and internet **only if they are given permission by the librarian and only if** the work is connected with the school tasks and programme.

Books and School Supplies

- All textbooks, library books and magazines are available for students' use at no extra cost.
- The school expects these materials to be treated with great care.
- Textbooks should be covered with protective plastic or paper to insure that they are protected.
- The condition of the books when given out to the students is noted and the school expects the students to return their books in a similar condition.
- If a book is heavily damaged or lost, the parents cover the cost to replace any damaged or lost books.
- The school fee includes the provision of any stationary that the teachers considers necessary for the students and any equipment required for the study of the school subjects.
- Students should provide their own writing accessories (pens, pencils, coloured pencils, rulers, scissors, glue and eraser) and they are expected to be equipped with their own calculator and geometry set.



ENGLISH & CROATIAN

Language and Literature

Teachers: **Irina Krlić, Ratko Johan**

Mirjana Blažičko, Barbara Čičmak

140 hours total

A Brief Outline of the English Language as the Language of Instruction and Language and Literature Subject Group

English, as the language of instruction and one of the two Languages and literature, is taught as a compulsory subject during all three years of the Middle Years Programme. The classes are divided into two levels. There are four lessons of mainstream English per week (Language and literature) and four lessons of lower to intermediate English, for students who are not native or near-native speakers of the language of instruction (Language acquisition).

Students are provided with the course book for each of the MYP classes. The course books are combined with the additional material used in the English classes, depending on the students' needs and their previous knowledge of the language.

On the level of a **"big idea"**, the four **key concepts**, the twelve related **concepts**, and the six **global concepts**, together with the **Approaches to learning** (ATL) are integrated into the English language curriculum whenever possible.

LANGUAGE AND LITERATURE ASSESSMENT CRITERIA

Criterion A: Analysing

- ☺ Identifying and explaining the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ☺ Identifying and explaining the effects of the creator's choices on an audience
- ☺ justifying opinions and ideas, using examples, explanations and terminology
- ☺ interpreting similarities and differences in features within and between genres and texts

Criterion B: Organizing

- ☺ employing organizational structures that serve the context and intention
- ☺ organizing opinions and ideas in a coherent and logical manner
- ☺ using referencing and formatting tools to create a presentation style suitable to the context and intention

Criterion C: Producing text

- ☺ producing texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ☺ making stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- ☺ selecting relevant details and examples to develop ideas

Criterion D: Using language

- ☺ using appropriate and varied vocabulary, sentence structures and forms of expression
- ☺ writing and speaking in an appropriate register and style
- ☺ using correct grammar, syntax and punctuation
- ☺ spelling (alphabetic languages), write (character languages) and pronounce with accuracy
- ☺ using appropriate non-verbal communication techniques.

ASSESSMENT STRATEGIES

Speaking

- ✗ individual
- ✗ paired or group activities
- ✗ playing roles
- ✗ short dialogues by hearth

Writing

- ✗ formal writing
- ✗ short compositions
- ✗ descriptive writing
- ✗ reports
- ✗ personal response to a literary or non-literary texts

Reading

- ✗ short texts in books
- ✗ home taking book
- ✗ global comprehension on book
- ✗ intensive reading

Listening

- ✗ questions
- ✗ short texts
- ✗ poems

Comprehension

- ✗ questions or short texts
- ✗ questions and answers about everyday life
- ✗ short literary and non-literary texts
- ✗ global comprehension

ASSESSMENT

- ✗ informal in-class observation of student's behaviour and comments
- ✗ informal in-class observation of student's contribution to group work
- ✗ informal in-class observation of student's rephrasing, gestures, pronunciation
- ✗ informal in-class observation of student's reading for fun and pleasure
- ✗ written assignments
- ✗ written book reports
- ✗ students' reading logs
- ✗ language mini tests
- ✗ quizzes
- ✗ grammar tests
- ✗ oral presentations – connected with research, short speech, role-play, discussions
- ✗ participations in class discussions
- ✗ homework
- ✗ comprehension tests
- ✗ essays: narrative, creative, argumentative
- ✗ long written assignments and short ones: letter, invitation card, apology, dictation
- ✗ written theory tests on literature
- ✗ notebooks
- ✗ approaches to learning - telling summaries, retelling stories
- ✗ projects and mini-projects
- ✗ visual presentations: posters, mind-maps, graphic organisers

LANGUAGE ACQUISITION



GERMAN

Teacher: **Jelena Penava**



ENGLISH

Teachers: **Irina Krlić**
Ratko Johan



FRENCH

Teacher: **Katarina Gubo**



CROATIAN

Teachers: **Barbara Čičmak**
Mirjana Blažičko



ITALIAN

Teacher: **Petra Vedriš**

70 hours total; English 140 hours total

AIMS

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a 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 own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

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, moreover, suggest how the student may be changed by the learning experience.

The Language acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning (language B).

Six phases of language learning

MYP language acquisition global proficiency table

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in predictable contexts.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in predictable contexts.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (messages, facts, opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.
They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

(IB MYP Language Acquisition Guide, 2020)

LANGUAGE ACQUISITION OBJECTIVES

Listening

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- identify explicit and implicit information
- analyse conventions
- analyse connections.

Reading

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- identify explicit and implicit information
- analyse conventions
- analyse connections.

Speaking

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in comprehensible manner
- communicate all the required information clearly and effectively.

Writing

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- communicate all the required information with a clear sense of audience and purpose to suit the context-

LANGUAGE ACQUISITION ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for Language acquisition in the MYP. **All final assessment in all six phases of MYP Language acquisition** must be based on these assessment criteria.

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

ARTS

(Visual Arts, Drama, Music)

OBJECTIVES AND ASSESSMENT CRITERIA

The aims and objectives address all dimensions of learning including: knowing and understanding, developing skills, thinking creatively and responding. These objectives relate directly to the assessment criteria:

Criterion A:	Knowing and understanding	Maximum 8
Criterion B:	Developing skills	Maximum 8
Criterion C:	Thinking creatively	Maximum 8
Criterion D:	Responding	Maximum 8

Knowing and understanding:

Students should be able to:

- ☺ demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language
- ☺ demonstrate knowledge of the role of the art form in original or displaced contexts
- ☺ use acquired knowledge to inform their artwork.

Developing skills:

Students should be able to:

- ☺ demonstrate the acquisition and development of the skills and techniques of the art form studied
- ☺ demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively:

Students should be able to:

- ☺ outline a clear and feasible artistic intention
- ☺ outline alternatives, perspectives, and imaginative solutions
- ☺ demonstrate the exploration of ideas through the developmental process to a point of realization.

Responding:

Students should be able to:

- ☺ outline connections and transfer learning to new settings
- ☺ create an artistic response inspired by the world around them
- ☺ evaluate the artwork of self and others.

ARTS KEY CONCEPTS

- ☺ Aesthetics
- ☺ Identity

- ☺ Change

- ☺ Communication



VISUAL ART

Teacher: **Ivana Devernay Cimić**

70 hours total

Visual art has contributed to all cultures and societies throughout time. Experience in a wide range of visual art activities adds a creative and cultural dimension to student development that will benefit them for the rest of their lives. While traditional practices in the arts (for example, painting, sculpture, ceramics and architecture) have historically provided cultural records, contemporary practice and access to technology have given the tools of visual art a very broad palette. Digital technology, time-based art, installation and performance, to name but a few, add to traditional practice and bring an extra dimension and meaning to the students' experience in the visual art. The process of making ideas a reality using the skills and practices of visual art is an integral part of the MYP arts curriculum.

OBJECTIVES

Knowing and understanding:

Students should be able to:

- ☺ demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language
- ☺ demonstrate knowledge of the role of the art form in original or displaced contexts
- ☺ use acquired knowledge to inform their artwork

Examples:

- Art styles, movements, artists' practices, and specific artworks
- The use of specialist terminology and principles required by the visual art form
- The language of visual communication

Developing skills:

Students should be able to:

- ☺ demonstrate the acquisition and development of the skills and techniques of the art form studied
- ☺ demonstrate the application of skills and techniques to create, perform and/or present art (in drawing, painting, printing, modelling, building, designing, editing...)

Examples:

- Technical skills, skills of observation and practical aspects of visual art that allow students to incorporate ideas into their own work
- Skills to investigate and respond to art styles, art movements, artists' practices and specific artworks
- Knowledge of existing visual art practice(s) to influence and shape their artwork

Thinking creatively:

Students should be able to:

- ☺ outline a clear and feasible artistic intention
- ☺ outline alternatives, perspectives, and imaginative solutions
- ☺ demonstrate the exploration of ideas through the developmental process to a point of realization.

Examples:

- Creative approaches to art-making
- Manipulation of medium and tool to influence the presentation of artworks
- Developing series of visual images to document thought processes in the creation of art

Responding: Students should be able to:

- ☺ outline connections and transfer learning to new settings
- ☺ create an artistic response inspired by the world around them
- ☺ evaluate the artwork of self and others

Examples:

- Use of stimuli or a personal concern that can be interpreted using an art form, style or genre
- Developing an artwork in response to the works of a particular genre, style or artist
- Deconstructing the elements of art in an artwork and reconstructing them differently



Criterion A: Knowledge and understanding (research tasks and essay writing)

Criterion B: Developing skills
(Building voice and movement technique plus conventions associated with the genre)

Criterion C: Thinking creatively
(developing a creative vision through exploration workshops and design work)

Criterion D: Responding

(critiquing self, peers and professionals or responding to stimulus or questions)

In the spirit of new and wonderful changes you will soon be able to access your notes, task sheets, resources etc. There will be more information coming as the term progresses.

OBJECTIVES

- ☺ What might students **know and understand** in drama?
 - Theatre from a variety of performance practices, genres, movements or styles
 - The context and conditions from which drama emerges
 - The language of drama, the production elements, and how they interplay in developing and communicating ideas and feelings through drama
- ☺ What skills might students **develop** in drama?
 - The various artistic processes involved in “making drama”, that is, the processes involved in transforming a performance concept into live action
 - The various planning processes and methods of structuring the actual “making of drama” such as brainforms, storyboards, scripts, rehearsal schedules and techniques
 - The production elements to translate ideas into dramatic form, for example, dramatic

writing, direction, costume, lighting, scenery, use of masks, sound and so on

- ☺ How might students **think creatively** in drama?
 - Through storyboarding narratives, designing sets and props, interpreting text visually
 - By improvising scenarios and creating collaborative drama
 - Through creative writing, character design and creating alternative endings to performances
- ☺ How might students **respond** to, or through, drama?
 - A stimulus and/or a personal concern could be interpreted using a dramatic form, style or genre, for example, a text, a song, a photo, a newspaper article and so on
 - By developing a performance to address a particular theme, concern or issue within a context showing theatrical performances and production elements encountered

How you will be assessed

There are 4 criteria that will be assessed to give you your end of semester result.

- ☺ **Criterion A** – Knowledge and Understanding (Origins, Conventions, Influences)
- ☺ **Criterion B** – Developing Skills: extending your skills and techniques in rehearsal through to performance
- ☺ **Criterion C** – Thinking Creatively: exploring ideas and alternative perspectives to develop a vision
- ☺ **Criterion D** – Responding: being able to look back and understand the effect of your choices and knowing why you made your choices as well evaluating or critiquing self/peer or professional work

Assessment Tasks

- ☺ **Criterion A** – Knowledge and Understanding 3 research questions (150 -200 words each)
- ☺ **Criterion B** – Developing Skills Performance and Annotated Script and annotated rehearsal video
- ☺ **Criterion C** – Thinking Creatively – Statement of Artistic Intention and Reflection task
- ☺ **Criterion D** – Responding - 3 written one paragraph responses based on 2 MYP questions, and self or peer evaluation accompanied by video evidence (200 words)



☺ *****Extra credit- Fulfilling the above task is enough to achieve full marks. If you want to guarantee success or gain extra credit you may include additional entries in the form of responses to additional research, annotated photographs, brainstorm pages and graphs, annotated costume, set, or make up designs, blocking diagrams, video of extra rehearsals at home or audio recording of practicing clear speech etc.**

APPROACHES TO LEARNING - Drama-specific skill indicators

Skill category/Skill indicator

- | | | |
|---|---|--|
| <ul style="list-style-type: none">☺ Thinking skills
map the creative thought process in the arts process journal to generate new ideas and questions.☺ Social skills
work collaboratively in a production team with assigned roles and responsibilities. | <ul style="list-style-type: none">☺ Communication skills
listen actively and endorse the views or opinions of others.☺ Self-management skills
plan the rehearsal schedule for a performance. | <ul style="list-style-type: none">☺ Research skills
create mood boards, sketches and/or storyboards, which translate an idea to practice. |
|---|---|--|

ASSESSMENT STRATEGIES

The students are expected to:

- show interest and personal engagement in their work
- learn the skills and techniques required for the realisation of projects
- understand, enjoy, and identify with art forms from their own and other cultures
- express his/her creativity
- be able to evaluate his/her work and identify possible areas of improvement
- show a positive attitude and respect for other people's work

MULTICULTURAL AWARENESS

- ✗ Drama's significance in the life of people (enjoyable and valuable for its own sake or a basic force that increases harmony between people and the Universe).



MUSIC

Teacher: **Vida Manestar**

35 hours total

- In the Middle Years Programme of Matija Gubec International School, music is a subject approached and taught from many different perspectives. Students are actively engaged in ensemble music making through singing in a school choir, but the main focus is developing critical listening skills.
- The students are taught the basics of music notation and the basics of music theory. Through audio-visual presentations they are familiarized with various genres and styles of music, and are also engaged in independent individual or group projects.
- The outline of Western music history is presented alongside the World music, and students are invited not only to make comparisons and draw conclusions based on their listening, but to also draw from their own experience, and share the music culture of their own heritage with others.
- The classes are enriched through interaction with other artistic subjects, namely drama and visual art, and through participation in school performances.
- The subject itself extends outside the classroom through regular yearly visits to various types of music and theatre performances, at various locations in Zagreb (concert halls, opera and theatre houses), organized through the Jeunesse Musicale Croatie (Music Youth of Croatia) and by the music teacher.

- ☺ **Criterion A** – Knowledge and Understanding
- ☺ **Criterion B** – Developing Skills
- ☺ **Criterion C** – Thinking Creatively
- ☺ **Criterion D** – Responding

How can I
communicate
through music?

What does
music have to
say about the
world?

SING! PLAY! LISTEN WELL!



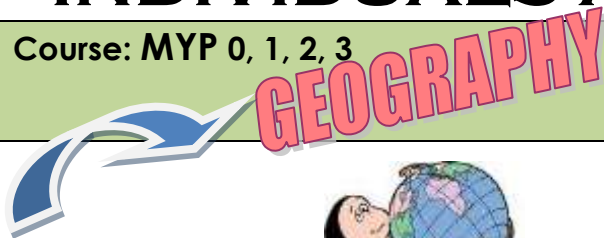
What is sound?
What is music?

What do we hear in
music?

INDIVIDUALS AND SOCIETIES

Course: MYP 0, 1, 2, 3

Teacher: **Hrvoje Kuveždić**
70 hours total



Aims:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.



The course of geography deals with the main topics in social geography in MYP 1 and regional geography (world's continents, main regions and biggest countries) in MYP 2 and 3 with numerous local and global examples. We learn about people and the world of today.

CONTENT

MYP0	MYP 1	MYP 2	MYP 3
Our planet Earth Geographical maps Relief of the Earth Water on Earth Weather and climate Soil and the living world	Population Settlements Resources Economy	Asia Africa America Australia and polar regions	Europe – natural features Europe – population and economy Regions and countries of Europe Croatia

INDIVIDUALS AND SOCIETIES ASSESSMENT CRITERIA:

A	Knowing and understanding – use a range of terminology in context, demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples
B	Investigating – formulate/choose a clear and focused research question, explaining its relevance, formulate and follow an action plan to investigate a research question., use methods to collect and record relevant information evaluate the process and results of the investigation, with guidance
C	Communicating – communicate information and ideas in a way that is appropriate for the audience and purpose, structure information and ideas according to the task instructions, create a reference list and cite sources of information
D	Thinking critically – analyse concepts, issues, models, visual representation and/or theories, summarize information to make valid, well-supported arguments, analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations, recognize different perspectives and explain their implications

The student needs to have:

- ✗ a notebook
- ✗ an atlas (provided by school)
- ✗ a textbook (when required)
- ✗ writing and drawing equipment (pen, pencil, rubber, sharpener, at least five coloured pencils, ruler)
- ✗ a folder

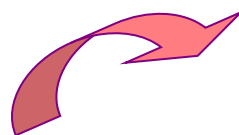
INDIVIDUALS AND SOCIETIES

Course: MYP 0, 1, 2, 3

HISTORY

Teacher: Indira Brajčić &
Jelena Penava

70 hours total



Aims:

to encourage and enable students to:

- ✚ appreciate human and environmental commonalities and diversity
- ✚ understand the interactions and interdependence of individuals, societies and the environment
- ✚ understand how both environmental and human systems operate and evolve
- ✚ identify and develop concern for the well-being of human communities and the natural environment
- ✚ act as responsible citizens of local and global communities
- ✚ develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Content:

MYP0	MYP 1	MYP 2	MYP 3
History introduction, First civilizations, Ancient Greeks, Ancient Romans	Working as a historian, Middle Ages, Arabs and Islam, Renaissance	Industrialisation, Revolutions, National movements, Colonies and colonial empires	World War I, Political systems. World War II, Modern world

INDIVIDUALS AND SOCIETIES ASSESSMENT CRITERIA

A	Knowing and understanding – use a range of terminology in context, demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples
B	Investigating – formulate/choose a clear and focused research question, explaining its relevance, formulate and follow an action plan to investigate a research question., use methods to collect and record relevant information evaluate the process and results of the investigation, with guidance
C	Communicating – communicate information and ideas in a way that is appropriate for the audience and purpose, structure information and ideas according to the task instructions, create a reference list and cite sources of information
D	Thinking critically – analyse concepts, issues, models, visual representation and/or theories, summarize information to make valid, well-supported arguments, analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations, recognize different perspectives and explain their implications

Equipment for work:

notebook for class notes, folder, textbook and texts, pen, pencil, rubber, sharpener, ruler and five pencils in different colours a notebook



Student's responsibility

- 1 All school and classroom rules must be obeyed at all times.
- 2 Homework is due on the assigned date.
- 3 If absent, it is your responsibility to find out and make up assignments, in class work, notes etc. from a reliable classmate. If this is not possible, come and see me before or after class to receive the necessary work. Do not see me when the class period has begun. The work must be made up within a week of your return to class.
- 4 Class participation is important and includes cooperation, attentiveness, preparedness for class, and respect for classmates.
- 5 Mobile phones are not to be used during class.
- 6 Be prepared for class – books, notebooks and assignments must be with you when entering the classroom.
- 7 Always act in a courteous and polite manner.



SCIENCES IN MYP

General Science, Biology, Chemistry and Physics

AIMS

MYP Sciences aim to provide a worthwhile educational experience for all students whether or not they go on studying science beyond the MYP.

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

- ✓ understand and appreciate science and its implications
- ✓ consider science as a human endeavour 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.

ASSESSMENT:

Here is the list of the assessment techniques used in MYP Sciences:

- ✓ Written tasks which can be:
 - a) objective tests
 - b) essays
- ✓ Investigations and Lab Reports
- ✓ Project Posters and Presentations
- ✓ Oral Presentations

MYP Science Criteria of Assessment

CRITERIA OF ASSESSMENT FOR BIOLOGY, CHEMISTRY, GENERAL SCIENCE and PHYSICS	
A	Knowing and understanding: student's ability to describe scientific knowledge, apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations, analyse information to make scientifically supported judgments.
B	Inquiring and designing: student's ability to describe a problem or question to be tested by a scientific investigation, outline a testable hypothesis and explain it using scientific reasoning, describe how to manipulate the variables, and describe how data will be collected, design scientific investigations.
C	Processing and evaluating: student's ability to present collected and transformed data, interpret data and describe results using scientific reasoning, discuss the validity of a hypothesis based on the outcome of the scientific investigation, discuss the validity of the method, describe improvements or extensions to the method
D	Reflecting on the impacts of science: student's ability to describe the ways in which science is applied and used to address a specific problem or issue, discuss and analyse the various implications of using science and its application in solving a specific problem or issue, apply scientific language effectively, document the work of others and sources of information used

SUBJECT: GENERAL SCIENCE - GS **TEACHER: Lana Brkić**
GRADE: MYP 0 & MYP1

70 hours total

***What is General Science?
(GS)***

General science is a school subject which has a little bit of biology, a little bit of chemistry and a little bit of physics. The students will have GS twice a week (2 hours each week).



What is the course about?

The course is about **ecology**, **matter**, **Solar system**, **energy** and **protecting the nature**.

What is needed for my classes?

- ✓ student's book
- ✓ notebook
- ✓ pencil and other things for writing like eraser
- ✓ 2 coloured pens: **blue** and **red**
- ✓ 4 other coloured pens (other than blue and red, like **green**, **pink**...)

Assessment:

- ✓ 4 written tests during the school year (2 in each term)
- ✓ oral presentation every month
- ✓ 3 essays
- ✓ 2-3 research projects with lab-reports
- ✓ some of the homework is also graded

What is Biology?

It is a science which studies life.

It deals with different shapes and kinds of life. The students will have biology twice a week (2 hours each week).



What is the course about?

In **MYP 2** it is about **cells, evolution, animals and plants.**

In **MYP 3** it is dedicated to the research of **human body.**

What is needed for my classes?

- ✓ student's book
- ✓ notebook
- ✓ pencil and other things for writing like eraser
- ✓ 2 coloured pens: **blue** and **red**
- ✓ 4 other coloured pens (other than blue and red, like **green**, **pink**...)

Assessment:

- ✓ 4 written tests during the school year (2 in each term)
- ✓ oral presentation every month
- ✓ 3 essays
- ✓ 2-3 research projects with lab-reports
- ✓ some of the homework is also graded
- ✓

SUBJECT: CHEMISTRY

TEACHER: Lana Brkić

GRADE: MYP 2& MYP 3

70 hours total

What is CHEMISTRY?

It is a science which studies matter and changes of matter in the nature. The students will have chemistry twice a week (2 hours each week).



What is the course about?

In **MYP 2** it is about **atoms, matter, elements and their compounds**. In **MYP 3** it is dedicated to the beautiful world of **organic chemistry**. (Deals with the compounds inside human body!)

What is needed for my classes?

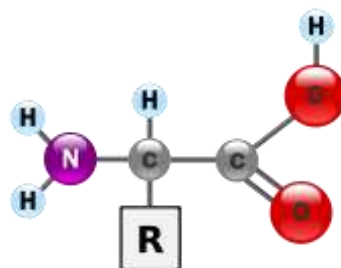
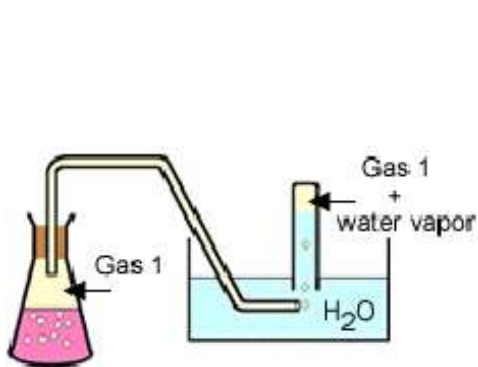
- ✓ student's book
- ✓ notebook
- ✓ pencil and other things for writing like eraser
- ✓ 2 coloured pens: **blue** and **red**
- ✓ 4 other coloured pens (other than blue and red, like **green, pink...**)

Assessment:

- ✓ 4 written tests during the school year (2 in each term)
- ✓ oral presentation every month
- ✓ 3 essays
- ✓ 2-3 research projects with lab-reports
- ✓ some of the homework is also graded

HELP CHEMISTRY MYP 2 & MYP 3

TEACHER: Lana Brkić



WHY?

- ✓ If you don't understand something
- ✓ If you are a MYP 3 student and you have never studied chemistry before
- ✓ If you want to revise before the test
- ✓ If you were not at school

WHEN?

- ✓ Once a week
- ✓ It is not mandatory (unless I say so)

What do you need for help classes?

- ✓ schoolwork notebook
- ✓ notebook for help classes
- ✓ lot of will and concentration

REMEMBER: Your problems with chemistry can be solved at school!!

What is PHYSICS?

It is not only the science about the laws of nature; it is present-day equivalent of what used to be called natural philosophy, from which most of our modern sciences arose.



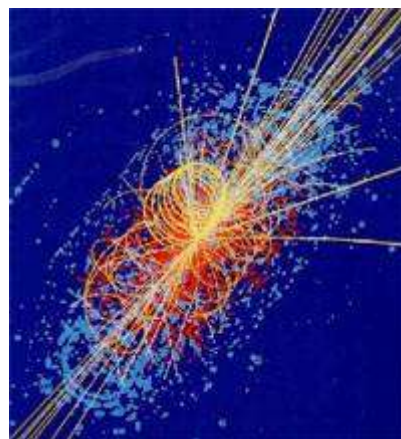
What is the course about?

In **MYP 2** we study **physical bodies**, put them in **space and time** and let them **influence** each other. **Work, energy and power** are the result.

In **MYP 3** we set the bodies and particles in **motion**, producing **electricity and waves**. Studying **light waves**, we open the door between physics and philosophy.

What is needed for Physics classes?

- ✓ student's book
- ✓ one notebook (A4-squared)
- ✓ pencil, sharpener, eraser
- ✓ ruler and triangle
- ✓ 4 coloured pens
- ✓ folder
- ✓ calculator



Assessment:

- ✓ written tests during the school year
- ✓ projects (scientific research or application)
- ✓ oral presentations
- ✓ lab reports and essays
- ✓ notebooks are also graded
- ✓

WELCOME TO THE MYP DESIGN!

Teachers: **Linda Zelić**
Ivana Devernay Cimić

Product & Digital Design

105 hours total

The knowledge, skills and attitudes that student develop in MYP Design courses provide a meaningful foundation for further study and help students to prepare for:

- ☺ careers in fashion, food, graphic, industrial, instructional, multimedia, product, publications, video game and web design
- ☺ architecture
- ☺ education
- ☺ roles in engineering, manufacturing, advertising and media industries
- ☺ project management among others

AIMS:

- ✎ encourage students to enjoy the design process and to develop an appreciation of its elegance and power
- ✎ develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- ✎ use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- ✎ develop an appreciation of the impact of design innovations for life, global society and environments
- ✎ appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- ✎ develop respect for others' viewpoints and appreciate alternative solutions to problems
- ✎ act with integrity and honesty, and take responsibility for their own action developing effective working practice



The **DESIGN CYCLE** model represents the MYP design methodology of how designers develop products.

The process is divided into 4 stages:

1. Inquiring and analysing
2. Developing ideas
3. Creating the solution
4. Evaluating.

Design Assessment Criteria

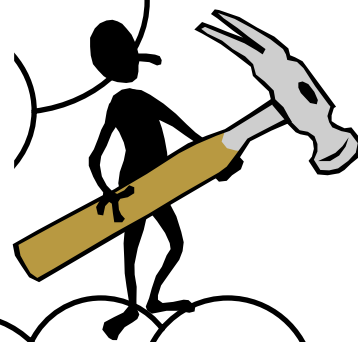
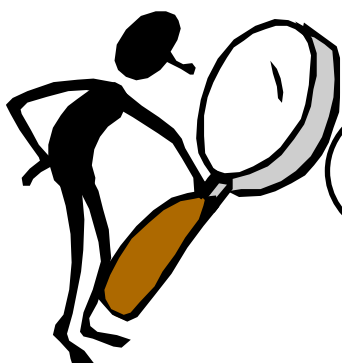
FOUR EQUALLY WEIGHTED ASSESSMENT CRITERIA

Here is a brief explanation of each criterion:

What is Inquiring and Analysing?

- explain and justify the **need** for a solution to a problem for a specified client/target audience
- construct a **research** plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- **analyse a group of similar products** that inspire a solution to the problem
- develop a **design brief** which summarizes the analysis of relevant research

A



What is Developing Ideas?

- develop a **design specification** which outlines the success criteria for the design of a solution based on the data collected
- present **a range of feasible design ideas** which can be correctly interpreted by others
- present the **chosen design** and outline the reasons for its selection
- develop accurate **planning drawings/diagrams** and outline the requirements for the creation of the chosen solution

B



What is Creating the solution?

- construct a **logical plan**, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- demonstrate excellent **technical skills** when making the solution
- **follow the plan** to create the solution, which functions as intended
- **explain changes** made to the chosen design and the plan when making the solution

C

What is Evaluating?

- describe detailed and relevant **testing methods**, which generate accurate data, to measure the success of the solution
- explain the success of the solution **against the design specification**
- describe how the solution could be **improved**
- describe the **impact** of the solution on the client/target audience

D



Equipment needed for Design classes:

- ✗ an A4 notebook with lines
- ✗ a small notebook for the process journal
- ✗ graph paper A4
- ✗ writing equipment: a pen, a pencil, an eraser, a sharpener, coloured pencils
- ✗ drawing equipment: two triangles, a ruler, a compass and a protractor



PHYSICAL AND HEALTH EDUCATION

Teacher: **Luka Horvat/Marko Korbar**

105 hours total



AIMS

- 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 experience

ASSESSMENT

Assessment should:

- provide information about student's learning
- guide lesson planning
- improve teaching and learning
- empower teachers and students
- engage students and their own learning

Types of assessment

Formative

- during the teaching and learning
- involvement of students in their learning
- feedback and guidance for improvement
- identification of learning objectives to students
- sharing of assessment criteria with students
- reflection and self – assessment
- promotion of peer – assessment

Summative

- occurs at the end of a unit, term, year
- measures what students know and can do
- involves making a referenced based judgment about student performance
- provides generally grade or numeric value

Forms of assessment

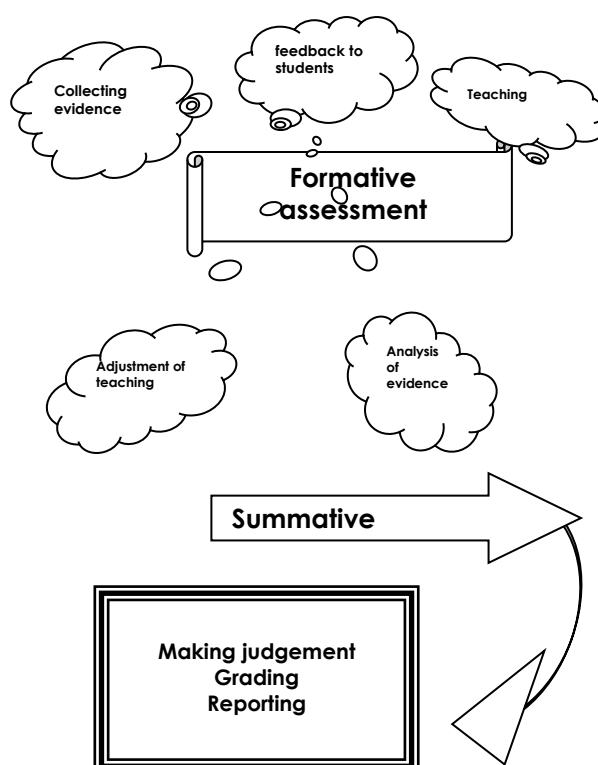
Informal

- observations
- classroom tests
- dialogs
- essays, directed
- teacher conversations
- performance tasks
- interviews and conferencing
- investigations

Formal

- presentations
- field works
- role plays
- practical works
- student self-assessment
- examinations
- video-audio recording

The Assessment Cycle



	CRITERIA OF ASSESSMENT
A	Knowing and Understanding Students are expected to describe physical health education factual, procedural and conceptual knowledge, apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations and apply physical and health terminology effectively to communicate understanding.
B	Planning for Performance Students are expected to outline goals to enhance performance, design and explain a plan for improving physical performance and health.
C	Applying and Performing Students are expected to demonstrate and apply a range of skills and techniques, demonstrate and apply a range of strategies and movement concepts, analyse and apply information to perform effectively.
D	Reflecting and Improving Performance Students are expected to describe and demonstrate strategies to enhance interpersonal skills, explain the effectiveness of a plan based on the outcome, explain and evaluate performance.
















Teaching and learning through inquiry

The MYP structures sustained inquiry in mathematics by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning**.

Key concepts represent big ideas that are relevant both within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among. The key concepts contributed by the study of mathematics are **form**, **logic** and **relationships**.

AIMS

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

-  enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
-  develop an understanding of the principles and nature of mathematics
-  communicate clearly and confidently in a variety of contexts
-  develop logical, critical and creative thinking
-  develop confidence, perseverance, and independence in mathematical thinking and problem-solving
-  develop powers of generalization and abstraction
-  apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
-  appreciate how developments in technology and mathematics have influenced each other
-  appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
-  appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
-  appreciate the contribution of mathematics to other areas of knowledge
-  develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
-  develop the ability to reflect critically upon their own work and the work of others.

OBJECTIVES AND ASSESSMENT CRITERIA

The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. These objectives reflect the knowledge, skills and attitudes that students need in order to use mathematics in a variety of contexts (including real-life situations), perform investigations and communicate mathematics clearly.

A. Knowing and Understanding:

This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

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

- ☺ select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ☺ apply the selected mathematics successfully when solving problems
- ☺ solve problems correctly in a variety of contexts.
- ☺

B. Investigating Patterns

Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

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

- ☺ select and apply mathematical problem-solving techniques to discover complex patterns
- ☺ describe patterns as relationships and/or general rules consistent with findings
- ☺ verify and justify relationships and/or general rules.

C. Communicating

Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. In order to reach the aims of mathematics, students should be able to:

- ☺ use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ☺ use appropriate forms of mathematical representation to present information
- ☺ move between different forms of mathematical representation
- ☺ communicate complete, coherent and concise mathematical lines of reasoning
- ☺ organize information using a logical structure.


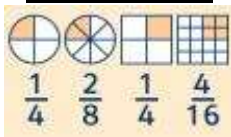
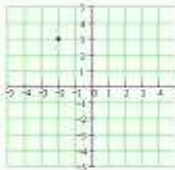
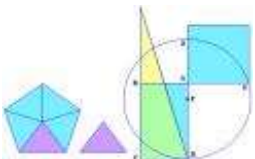

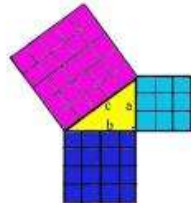
D. Applying mathematics in real-life contexts

Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

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

- ☺ identify relevant elements of authentic real-life situations
- ☺ select appropriate mathematical strategies when solving authentic real-life situations
- ☺ apply the selected mathematical strategies successfully to reach a solution
- ☺ explain the degree of accuracy of a solution
- ☺ explain whether a solution makes sense in the context of the real-life situation

Content

Level	Content
MYP 0 	<ul style="list-style-type: none"> Set of natural numbers Divisibility of natural numbers Plane geometry Fractions Decimal numbers
MYP 1 	<hr/> <ul style="list-style-type: none"> Fractions Triangle Integers Rational numbers Linear equations with one unknown Quadrilateral
MYP 2  <p style="text-align: center;">%</p> 	<hr/> <ul style="list-style-type: none"> Rectangular co-ordinate system Ratio Proportions and inverse proportions Percentages, Data analysis, Probability Polygons Similar triangles System of linear equations in two variables: Method of substitution Method of the opposite coefficients Linear function Line in co-ordinate plane Circle and circumference
MYP 3  	<hr/> <ul style="list-style-type: none"> Squaring Extracting root Powers Pythagoras's theorem Real numbers Motion geometry and tessellation Sets of points in a space 3-D shapes

How to learn Math?



During the lecture period

- ✿ The student should maintain a notebook that includes any relevant information presented in the lesson. For example, any formulas, definitions or strategies should be written in the notebook for quick and easy reference in future problem sets. Especially important are bold (red) words and sentences.
- ✿ The notebook should be maintained daily in an organised manner.

After the lecture

- ✿ The student should work the practice problems first to make sure that he/she has grasped the basic concepts discussed in that lesson.
- ✿ Then she/he should do her/his homework since the homework contains similar problems to those that have been practised during the lecture and doing homework is the main tool for students learning.
- ✿ If the student can't do her/his homework, she/he should first return to the lesson or lessons relevant to that problem in order to gain further insight.
- ✿ After reviewing the lesson, if the student is still having problems, she/he should then seek parent or teacher assistance.
- ✿ It is important that the student develop an individual problem-solving strategy.
- ✿ The students should copy the problem, write legibly, and show all of her/his work. The student should attempt to solve the problem using clear, logical steps. The steps that a student uses to solve the problem should be evident in her/his solution.

Test

- ✿ The student should write legibly and in organised manner, precisely showing each step taken to determine the answer.
- ✿ It is important for the students to show all work so that understanding and strategy can be analysed.

Good luck!

INFORMATION, RULES AND STRATEGIES

During the lesson

- Be punctual
- Be organized for class, equipped and ready to work:

Materials needed for Mathematics classes:

- 1 squared notebook (A4) for schoolwork
 - 1 notebook without lines (A4) for geometry
 - 2 notebooks (A4) for homework
 - pencil
 - coloured pens
 - sharpener
 - eraser
 - drawing instruments which includes triangle set, compass and protractor
-
- Students should take their places according to the seating plan created by the teacher as soon as they enter the classroom
 - Students must turn off their cellular phones
 - Students should raise their hands in order to answer a question and wait to be asked for their opinion
 - Participate actively:
 - Be sure you understand – ask questions!!!
 - If you happen to have problems in understanding, say it!!!
 - Don't talk or stand up without permission – raise your hand!
 - Copy everything from the blackboard – it helps at home (be orderly)
 - Be concentrated yourself and don't disturb other students
 - If you were absent, copy from someone else
 - Do your homework on regular basis
 - If you were absent, do missing homework within next few days
 - Students should follow the instructions given by the teacher concerning classroom tidiness, school material or teacher's equipment.
 - Equipment in the classroom (i.e. computers, scientific instruments...) should only be used under a teacher's specific instructions
 - The student should maintain a notebook that includes any relevant information presented in the lesson. For example, any formulas, definitions or strategies should be written in the notebook for quick and easy reference in future problem sets. Especially important are bold (red) words and sentences
 - The notebook should be written legibly and in an organised manner, precisely showing each step taken to determine the answer
 - Use the possibility of additional lessons whenever you want to improve your understanding, knowledge or skills

***YOUR TEACHERS WISH YOU AN
INTERESTING AND SUCCESSFUL
SCHOOL YEAR!***

References

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