



مدرسة عمان الوطنية
Amman National School

IB MYP Student/ Parent Handbook
2024 - 2025

Table of Contents

ANS Vision and Mission	2
The IB Mission Statement	3
Students' Character Attributes	4
Academics/ IB Middle Years Programme Model	5
• MYP Subjects Offered at Amman National School	6
• Personal Project	7
• Service as Action	8
• Global Contexts	9-10
• Approaches to Learning	11
Grading	12
Reporting System	13
Academic Honesty	14

ANS Vision

ANS will be an effective agent of change whereby ANS students will be responsible, tolerant, and productive citizens committed to making a difference in their community and the world.

ANS Mission

ANS is a community of students, teachers and parents working together to achieve excellence in education.

ANS provides a rigorous personalized curriculum in a nurturing and caring environment that encourages personal initiative, creativity and curiosity. Students are challenged to become confident, responsible, open-minded, critical thinkers, and lifelong learners who will thrive in a diverse competitive world maintaining pride in their identity and Arab heritage.

The 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Students' Character Attributes

(Adapted from the IB Learner Profile)

Amman National School works parallel to the IB Learner Profile, which entails the attributes that MYP students need to have to interact effectively within the local and global communities.

IB MYP learners strive to be:

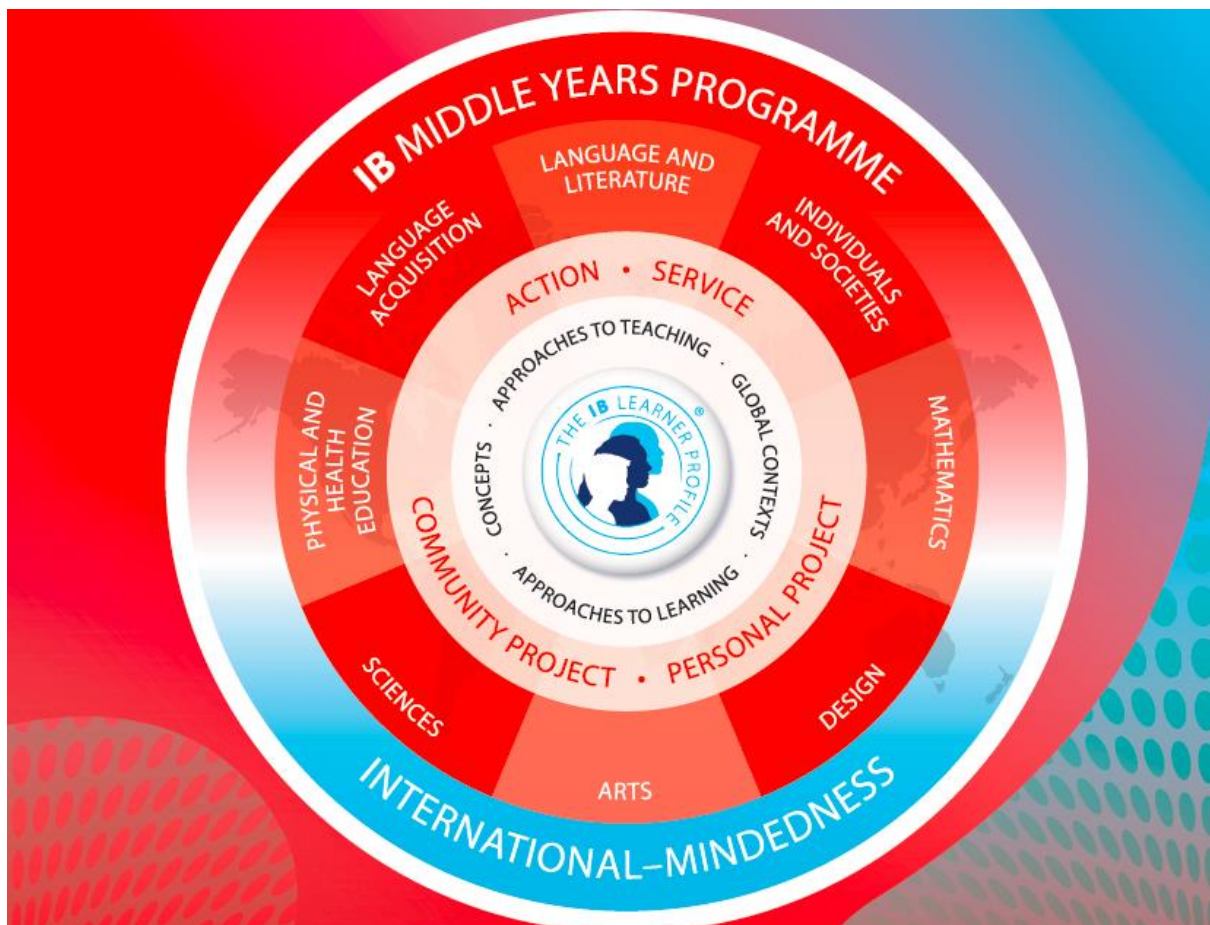
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives- intellectual, physical and emotional- to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Academics

IB Middle Years Programme Model

Students from grades 6 to 10 at Amman National School follow the IB Middle Years Programme (MYP). The IB MYP provides an in-depth study of the conventional subject areas within a challenging framework, which emphasizes the teaching of life skills for students.

The IB MYP aims to show how school subjects are interrelated and teaches students that consideration of issues and problems in their widest scope will enhance their critical thinking. Their ability to find acceptable solutions to a range of problems and adapt them to a variety of situations is developed through five cross-curricular perspectives, termed Global Contexts. This holistic approach to education, along with the fostering of inter-cultural awareness and communication, promotes the values of understanding, tolerance and respect. In consequence, adolescents are helped to grow into responsible members of a world community. The IB MYP is considered to be an excellent preparation for the IB Diploma Programme.



MYP Subjects Offered at Amman National School

The subjects we offer are carefully chosen to enable students to obtain the highest level of learning throughout their five-year MYP journey.

We offer the following IB MYP subjects per subject group:

Subject Groups	Subjects Offered
Language and Literature	Arabic
Language and Literature	English
Physical and Health Education	
Sciences	Integrated Sciences Physics Biology Chemistry
Arts	Visual Arts Music Drama Media Dance
Mathematics	
Design	Product Design Digital Design
Individuals and Societies	Integrated Humanities Contemporary History Business Psychology Political Science

- The IB Middle Years Programme requires students to take either two Language & Literature subjects or one Language and Literature with one Language Acquisition subject. Amman National School offers two Language and Literature subjects (Arabic and English).
- We also offer Islamic/ Christian Religion, following the curriculum of the Ministry of Education.
- In addition, interdisciplinary learning takes place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis.

The Personal Project

The Personal Project is an MYP requirement for all students. The project is a summative experience of the MYP. Students in grade 10 work to apply the various ATL skills, their knowledge of the Global Contexts, and the IB Learner Profile Attributes to plan, prepare and work to achieve a meaningful, realistic goal. Students may choose a topic of interest to explore, leading them to new understandings. The experience emphasizes planning, organization, research, application of information, and reflection; it also promotes individual student responsibility for their own learning, empowering them to become life-long learners.

The Personal Project involves the use of a Process Journal, where students document their work to ensure academic honesty and highlight their learning; a product/ outcome that is the culmination of their process; and a report, which summarizes their learning over the course of the Personal Project .

The MYP personal project assessment criteria are:

Criterion A: Planning

Criterion B: Applying Skills

Criterion C: Reflecting

Service as Action

MYP students are required to participate in the Service as Action programme. Service starts in the classroom and extends beyond, requiring students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the programme encourages responsible citizenship and seeks to deepen the student's knowledge and understanding of the world around them.

All students are expected to undertake the planning of their project prior to its implementation. When approved, they will be allocated a mentor to guide them through the process. It is also a requirement that students present their involvement in their project as a poster display or another informative way to both demonstrate involvement and to educate others. Self-reflection forms are an integral element of a successful service project.

Global Contexts

(MYP: From Principles into Practice)

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

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

MYP global contexts provide common points of entry for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning, creating relevance for adolescent learners.

Following are the six MYP Global Contexts and their description:

- **Identities and Relationships:** Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
- **Orientation in Time and Space:** Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
- **Personal and Cultural Expression:** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **Scientific and Technical Innovation:** Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
- **Globalization and Sustainability:** Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
- **Fairness and Development:** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Approaches to Learning

Through the Middle Years Programme, students learn and develop skills that may be applied in all subjects, which help them “learn how to learn”. The Approaches to Learning skills are taught and monitored to ensure that they are practiced and developed gradually through the MYP years. These skills empower students to succeed in meeting the challenging objectives of the MYP subject groups and become independent IB learners and citizens of the world.

Following are the five categories of Approaches to Learning:

- **Communication Skills:** Students learn to exchange thoughts, messages, and information effectively through interacting with their peers and community. They will use their knowledge of language and their reading and writing skills to gather and communicate information.
- **Social Skills:** Students learn to work with others effectively by managing and resolving conflict when working as a team. Students learn to negotiate and make fair decisions. They will take on a variety of roles and exercise leadership.
- **Self-Management Skills:** Students learn to manage their time and tasks to meet deadlines and goals. They learn to manage their learning materials, and select and use technology to meet their subject objectives. Students learn how to take and defend a position, and practice positive thinking to handle physical and emotional change.
- **Research Skills:** Students learn to seek and use the information provided by their local and global communities responsibly. They will interact with different sources and media to use and create ideas and information. They will also use literacy skills to compare, analyze, and draw connections between resources.
- **Thinking Skills:** Students learn to analyze ideas critically and to identify problems. They learn the skills of invention to develop things and ideas that did not exist before. Students will make connections between subjects and apply knowledge and skills in various situations.

Grading

The Middle Years Programme at Amman National School follows the IB criterion-related model of assessment. Students are awarded summative grades (IB levels 1 to 7) at the end of each term. Kindly find below the general IB MYP Grade Descriptors (as indicated in the IB MYP: *From Principles into Practice*):

Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	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.

Reporting System

Students obtain daily constructive feedback on their learning. In addition, the school communicates student progress with guardians through assessment reporting and individual family meetings.

- **Written Assessment Reports**

- 1. Progress Reports**

Progress reports give a brief and general understanding of how the student is doing in a specific time period. They are sent twice a year (six weeks into the semester) for grade 6 and four times a year (six and twelve weeks into each semester) for grades 7-10.

- 2. End of Semester Assessment Report**

The end of semester report provides a more detailed, descriptive and quantitative evaluation of the student's overall progress and level of achievement. In grades 6-10, levels of achievement are provided for each subject criteria. Levels range from 7 (high) to 1 (low).

- **Conferences**

- 1. Students, Guardian, Teacher Conferences**

These meetings are held halfway through each semester. Guardians and students meet with teachers to discuss the progress and overall wellbeing of the student. Together, they examine any challenges a student may be facing and ways to overcome them.

- 2. Other Meetings**

Teachers offer weekly office hours where guardians and students are able to meet with teachers unannounced. Students, teachers and guardians may also schedule meetings by appointment as necessary.

Academic Integrity

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic Misconduct

The regulations define “Academic Misconduct” as a behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment component (Inthinking: School Leadership. Web).

“Academic Misconduct” includes:

- **Plagiarism:** The representation, intentionally or unwillingly, of the ideas, words or work of another person as the candidate’s own or without proper, clear and explicit acknowledgement (Garza: 5). Plagiarism is manifested in the following practices:
 - copying another person's actual words or using AI tools without the use of quotation marks and footnotes
 - presenting another person's ideas, theories or any of the AI tools in the student’s own words without acknowledging them
 - using information that is not considered common knowledge without acknowledging the source
 - failure to acknowledge collaborators on homework and laboratory assignments
 - purchase and submission of papers from "paper mills," internet vendor sites, Artificial Intelligence chatbots, and other sources
- **Collusion:** It is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another such as lending assistance or failing to report witnessed acts of academic misconduct.
- **Duplication of Work:** It is defined as the presentation of the same work for different assessment components and/or MYP requirements .
- **Cheating:** It is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise.