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**Middle Years  
Programme at EIS  
2021-2022**

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Esbjerg International School is authorized to offer the MYP and is an IB World School. As an IB World School we share a common philosophy - a commitment to high-quality, challenging, international education that Esbjerg International School believes is important for our students.

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. (IBO, 2020)

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## EIS Vision and Mission

### ENGAGE, LEARN, REFLECT

**Engage:** EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

**Learn:** EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

**Reflect:** EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

## The Mission of The International Baccalaureate

To develop inquiring, knowledgeable and caring young people who help to create a better and more respectful world through intercultural understanding and respect.

This means our curriculum design and development focuses on learning experiences that are EIS rigorous. They seek to encompass:

- Multiple entry points and pathways for learning
- Personal engagement and challenge for each individual learner
- Exploration of student inquiries and multiple perspectives
- Connections – interdisciplinary and transdisciplinary – in subject areas and to local and global contexts
- Authentic student voice
- Conceptual learning that reaches beyond know to deep understanding.
- Development of skills and approaches to learning that support lifelong learning

This is achieved at EIS through in a balanced interweaving of teaching, learning and multiple assessment methods where each informs the other as learning unfolds. We believe that challenging students to intellectually engage in their academics, interests and the diversity of the world as open-minded and reflective inquirers and thinkers equip them for excellence beyond EIS.

## The IB learner profile attributes

The ultimate aim of all IB programmes is to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we 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 analyse 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 ourselves and others. 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.

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## **The Middle Years Programme at EIS**

The IB's Middle Years Programme (MYP) is a holistic programme with a course of study designed for students aged 11 to 16. At EIS the classes are named MYP1 to MYP5 corresponding to grades 5 to 9 in the Danish system. The MYP provides a framework of learning that emphasizes intellectual challenge and encourages connections between traditional subjects and the real world. It that allows students to develop the knowledge, attitudes, and skills they need to participate effectively in life in the 21st century. The concept of balance is fundamental to the programme in several ways. The language of instruction at EIS is English, and other languages, including Danish, German, Spanish and Mother Tongue\* are offered to students as well.

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s.

It is a purpose-built five-year programme for international-minded schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia, and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and is thus being implemented both in international schools and in state systems.

In order to offer the MYP, schools have to go through a strict accreditation process. The process involves an on-site assessment of the school's philosophical, pedagogical, and academic framework, and whether or not it lives up to a range of pre-set standards and practices set by the IB. EIS received authorization to offer the MYP in July 2020.

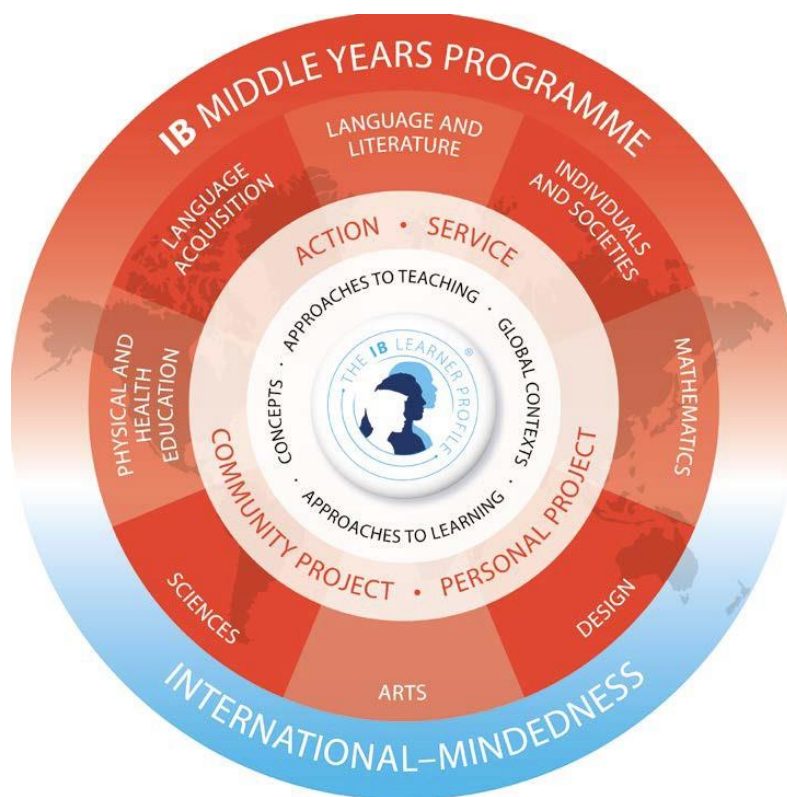
\*Mother Tongue is offered in MYP4 and MYP5.

### **MYP curriculum**

The MYP focuses on "learning how to learn" through systematic development of Approaches to Learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative and critical thinking, and transfer of learning.

At EIS, MYP students' study eight subject groups integrated through six Global Context that provide a framework for learning within and across the subjects. Students are required to study English (or/and Danish) Language and Literature, Mathematics, Science, Individual and Societies, Languages (Language Acquisition), Arts, Design and Physical and Health Education.

The curriculum is illustrated with eight academic areas or subject groups surrounding the Global Contexts. The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects.



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**Teaching and learning in context.** Students learn best when their learning experiences have an authentic context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

**Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

**Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provides the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

**Service as action.** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond.

**Language and identity** – MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation. ([ibo.org/myp/curriculum](http://ibo.org/myp/curriculum))

## Subjects offered in MYP1-5 at EIS

### **LANGUAGE AND LITERATURE:**

MYP1-5: English and/or Danish and/or Mother Tongue\*

Language is fundamental to learning, thinking, and communicating as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity and responsibly participating in local, national and global communities.

Language and Literature courses at EIS equip students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains: listening, speaking, reading, writing, viewing, and presenting, both independently and with others. MYP Language and Literature courses include a balanced study of genres and literary texts including a world literature component.

Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. Language and Literature builds upon the experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual understanding will have been developed through trans-disciplinary units of inquiry or independent language inquiry.

The Aims of MYP Language and Literature are to encourage and enable students to:

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

### **\*Mother Tongue (MYP4 and MYP5)**

Some students whose native language is not English, or Danish will have the opportunity to follow a Mother Tongue programme. A teacher in school, works with students on language concepts e.g., how to write an essay and the structure of a paragraph etc. to facilitate this course. This teacher will communicate regularly with a tutor that the family sources who will grade the student's work in their Mother Tongue. The students will be required to gather reading materials in their Mother Tongue language. The teacher will run workshops on assessment for the Mother Tongue tutors. Where possible, the school encourages Mother Tongue maintenance as research has proven that low proficiency in one's mother tongue greatly impacts a student's ability to learn in another language.

The Mother Tongue programme focuses on developing a student's independent language learning and text analysis skills in preparation for the rigors of the IB Diploma course for self-taught literature.



## **LANGUAGE ACQUISITION:**

### **MYP 1-5: Danish and/or German and/or Spanish**

The principal rationale for learning additional languages is to further intercultural awareness and international mindedness, through the acquisition of the language of a culture and the possibilities to reflect upon and explore cultural perspectives.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework to support conceptual development. The study of an additional language provides students with the opportunity to: develop insights into the features, processes and craft of language and the concept of culture and realize that there are diverse ways of living, behaving and viewing the world. In Danish Language Acquisition the students also learn about the practical environments in their local community, and how to engage with the Danish public and private services.

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage;
- develop a respect for and understanding of diverse linguistic and cultural heritages;
- develop the communication skills necessary for further language learning and for study, work and leisure in a range of contexts;
- develop multiliteracy skills through the use of a range of learning tools;
- 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;
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects • Understand the nature of language and the process of language learning;
- gain insight into the cultural characteristics of the communities where the language is spoken;
- gain an awareness and understanding of the perspectives of people from own and other cultures;
- develop curiosity, inquiry and a lifelong interest in and enjoyment of language learning.

## **INDIVIDUALS AND SOCIETIES:**

### **MYP 1-5: Integrated Humanities**

Integrated Humanities encourages learners to respect and understand the world around them and equips them with a skill base appropriate for a learner in the 21st century. Integrated Humanities at EIS involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural contexts that influence and have an impact on individuals, societies, and environments. This encourages learners, both students and teachers to consider varied local and global contexts. In these courses' students collect, describe, and analyze data used in studies of societies, test hypotheses and learn to interpret complex information including original source material.

The aims of MYP Integrated Humanities are 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 the environment 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.

## **SCIENCES:**

### **MYP 1-5: Integrated Science**

With inquiry at the core, MYP Integrated Science at EIS aims to guide students to investigate issues independently and collaboratively through research, observation, and experimentation. Throughout the science programme, students are provided with opportunities to show their understanding of the main concepts and processes of science by applying these to solve problems in familiar and unfamiliar situations. As they investigate real examples of science applications, students discover the tensions between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical reasoning skills, and further develop their sense of responsibility as members of local and global communities.

The Aims of MYP Integrated Science are to encourage and enable students to:

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

## **MATHEMATICS**

### **MYP 1-5: Mathematics**

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. MYP Mathematics at EIS promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and are useful in the world outside school.

MYP Mathematics at EIS is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Throughout the programme students develop procedural fluency, conceptual understanding, communication skills and understanding and skills in real life applications. Mathematics at EIS aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics as well as to prepare them to effectively use

mathematics in problem solving and decision making in everyday life.

The Aims of MYP Mathematics courses 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 development;
- appreciate how developments in technology and mathematics have influenced each other;
- the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- the international dimension in mathematics and 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.

## **ARTS**

MYP 1-3: Music, Theatre, Visual Art

M4 – 5: Performing Arts (Music and Theatre) and Visual Art

The Arts is a universal form of human expression that engages us in affective, imaginative, and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience, and adaptability. In the MYP, the Arts challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists as well as learners of the arts. To be an artist one must be curious, and by developing curiosity about themselves, others in the world, students become effective learners, inquirers, and creative problem solvers.

In the MYP, students are guided to create, perform, and present art in ways that engage and convey their own feelings, experiences and ideas. Ongoing reflection, along with self-evaluation and peer evaluation, allows students to identify their progress and organize their learning for themselves. MYP Arts value the process of creating the artwork as much as the finished product; the two elements combined tell us what students have experienced, learned, and attempted to convey. In this way, the educational value of any artwork is seen by placing it within the context of its creation.

Involvement with the Arts can contribute to an inquiring and empathetic world view, stimulate imaginations, challenge perceptions, develop thinking and analytical skills, enrich emotional cultural and spiritual lives, uplift and entertain; this is the goal of MYP Arts.

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

- create and present art;
- develop skills specific to the discipline;
- engage in a process of creative exploration and (self) discovery;
- make purposeful connections between investigation and practice;

- understand the relationship between art and its contexts;
- respond to and reflect on art;
- deepen their understanding of art.

## **PHYSICAL AND HEALTH EDUCATION**

### **MYP 1-5: PHE**

MYP Physical and Health Education (PHE) aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, at EIS, PHE courses foster the development - whole world of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Throughout the five years of the MYP, students develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn encourages choices that will contribute to long-term healthy living. PHE will bring the unique perspective of learning through the physical, which can greatly contribute to students' approaches to learning (ATL) skills and is transferable across other subject groups.

The aims of MYP Physical and Health Education are to encourage and enable students to:

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

## **DESIGN**

### **M1-5: Design (digital and product)**

Design and the resulting development of new technologies have given rise to profound changes in society, transforming how we access and process information, adapt to our environment, communicate with others, solve problems, work and live. MYP Design at EIS challenges students to apply practical and creative thinking skills to solve design problems; encouraging students to explore the role of Design in historical and contemporary contexts; raises students' awareness of their responsibilities when making design decisions and taking action. EIS's holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

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

- enjoy the design process and 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 the 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 actions, developing effective working practices.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

EIS welcomes students for whom English is not their primary language. Our mission is to advance the academic language development and academic achievement of English language learners, so that these students successfully access the English school curriculum and experience positive achievement across academic subject areas. Our objective is to develop the EAL student's communicative competence in English to a level that will allow the student to function on a peer group level socially, culturally, and academically.

We strive to provide each EAL student with appropriate services based upon our programme guidelines. Our focus is to build language proficiency in the four language domains: listening, speaking, reading, and writing. To support students in their language learning, English language assessments are given to determine the needs of each EAL student. In addition, classroom observation and informal assessments may be used to show growth within the programme. Instruction in this programme is focused mainly on language acquisition as well as on content. The instructor uses specialized curriculum as a supplement to EIS's IB core curriculum.

## **STUDENT SUPPORT SERVICES**

At EIS, we utilise support services through the Kommune throughout the year, parents, teachers, and specialists work collaboratively to identify and support students with all aspects of their development thus supporting the whole child as they proceed through their educational experience. As a school, we proactively identify students who may require additional assistance to meet school expectations. If a child is struggling with some aspect of their development, we use early indication systems to provide immediate support through collaborative problem solving, research-based interventions, and progress monitoring tools to ensure our effectiveness. As a school which values diversity, students are included in the mainstream classroom to the maximum extent possible while also providing separate spaces for learning when appropriate.

## **PROJECTS**

Though not always timetabled, MYP 1-5 will every year be completing one or more projects leading towards the MYP 5 personal project. These projects include, but are not limited to, First LEGO League, STEAM week, MYP Arts Showcase, School Productions and other projects initiated by and fostered by Week Without Walls and field trips, etc.

## **PERSONAL PROJECT MYP 5**

The MYP Personal Project is a capstone of the MYP and a requirement of the IB. It is a student centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience. The Personal Project formally assesses students' Approaches to Learning skills for self-management, research, communication, critical and creative thinking, and collaboration.

The Personal Project encourages students to use a combination of skills developed through the five-year programme. In particular, the project encourages students to practice and strengthen their Approaches to Learning (ATL) skills, to connect classroom-learning engagements with personal experience, and to develop their own interests for lifelong learning.

The Personal Project is an excellent opportunity for students to produce truly creative pieces of work

of their own choice even if it has not been represented by one of the subject areas. Students will keep a process journal documenting their problem-solving strategies and the learning process, enabling them to examine and reflect upon their experience.

## Assessment at EIS

In assessing MYP students, EIS uses the set of criteria common to IB schools worldwide. Each subject is graded according to **four criteria** on a scale of 1-8 (see example for language and literature below). A complete list of the criteria used for each subject can be found on page 15.

During the semester, students will be given tasks and assignments, which are assessed according to one or more of these criteria (more complex tasks will involve more criteria). At reporting time (twice a year), teachers will select a cumulative grade for each criterion based on previous work. This can be seen in the example report card below.

The grades for each of these criteria are then added up (for a maximum possible of 32) and converted to a **final IB subject grade** of 1-7 using the following scale.

A generic, qualitative description of each grade can be found on page 14.

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

### Language and literature: Language and literature

MYP Assessment Criteria	Achievement Level	Maximum
<b>A: Analysing</b> XXXXX: provides perceptive identification and comment upon significant aspects of texts, provides perceptive identification and comment upon the creator's choices, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, compares and contrasts features within and between texts.	7	8
<b>B: Organizing</b> XXXXX: makes competent use of organizational structures that serve the context and intention, organizes opinions and ideas in a logical manner, with ideas building on each other, makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.	6	8
<b>C: Producing text</b> XXXXX: produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas, makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience, selects extensive relevant details and examples to support ideas.	7	8
<b>D: Using language</b> XXXXX: uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, writes and speaks competently in a register and style that serve the context and intention, uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication, spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication, makes sufficient use of appropriate non-verbal communication techniques.	6	8
<b>Totals:</b>	<b>26</b>	<b>32</b>
<b>Final Grade</b>		
<b>6</b>		

## Grade Descriptors

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



## Subject-specific objectives and subject criteria

Below is an overview of the objectives for each subject in the MYP. The letters correspond to the given criteria as they also are found on ManageBac.

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Integrated Humanities	Knowing and understanding	Investigating patterns	Communicating	Thinking critically
Integrated Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performances	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

*(“From Principles into Practice”, IBO 2014)*

## Parent communication and progress reports

### MANAGEBAC

ManageBac is EIS's chosen online platform for curriculum planning, assessment, and reporting as well as communication between EIS, parents and students.

### REPORTING

Parents receive summative student reports twice a year at the end of each semester. 3-way conferences are held in October and March with a student-led conference and MYP Arts showcase in June. The aim of school reporting is to keep parents informed about students' academic performance, everyday well-being, and social school life. The student-led conference and/ MYP Arts Showcase is an opportunity for students to present their progress and goals to parents personally, and to share some of the reflection and thinking behaviours and exciting work that they have been involved in during the year.

Reports include feedback on academic progress, Approaches to Learning skills, Service as Action engagement, as well as comments on social and emotional indicators.

### TRACKING STUDENT PERFORMANCE

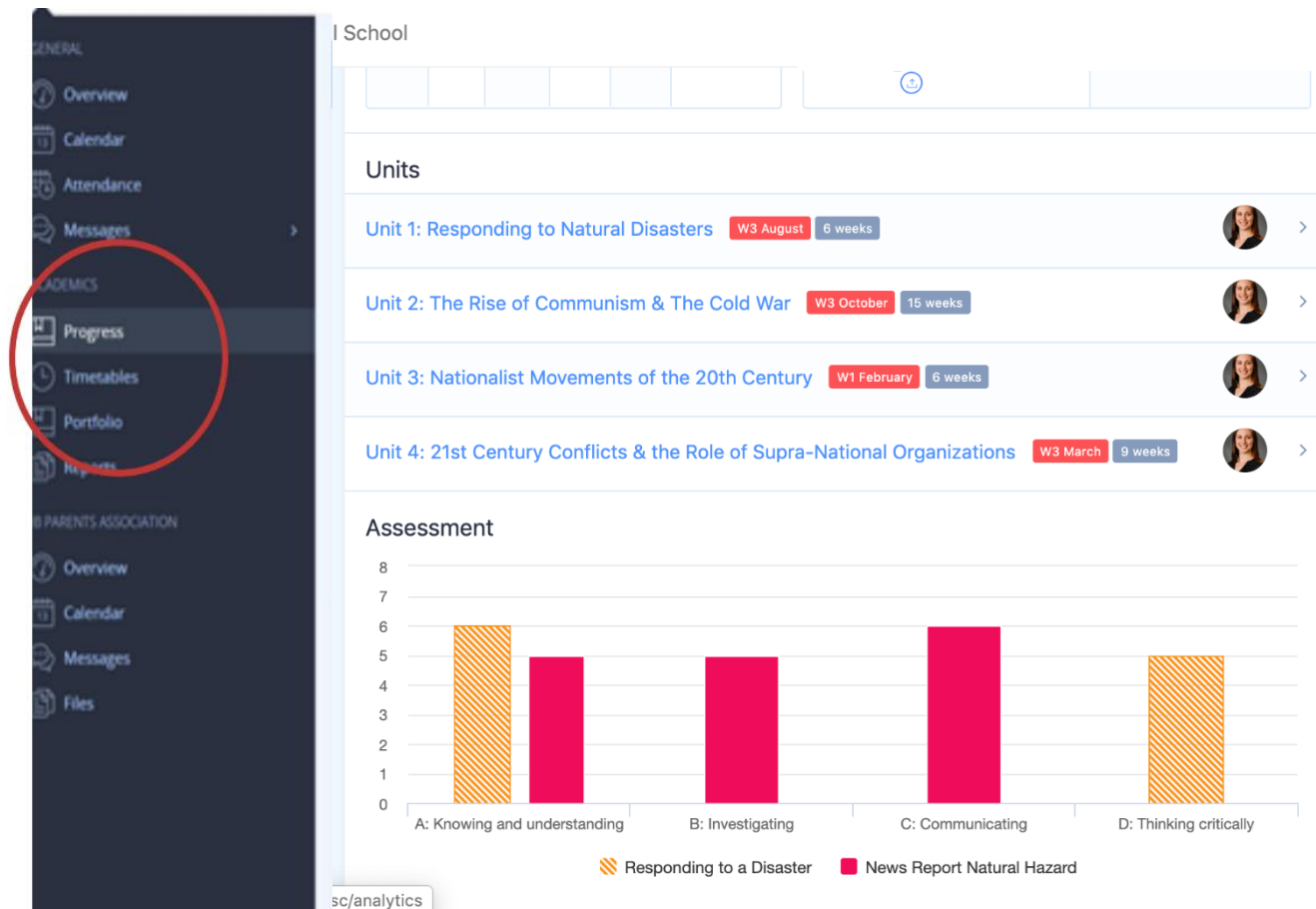
During the school year, parents can continuously follow the planned school experiences on ManageBac as well as see the weekly calendar, assignments due, and the student's grades for the different assignments.

The calendar, including upcoming assignments, can be found in the 'Calendar' tab on the left, which also will show the student's attendance and enable parents to send messages to the homeroom teacher.

The screenshot shows the ManageBac interface for Esbjerg International School. The left sidebar contains a menu with the 'Calendar' tab highlighted in red. The main content area displays a calendar for January 2020. The calendar grid shows the following events:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
30	31	1	2	3	4	5	
6	9AM Spelling test 12	8	9	10	11	11:55PM FT-Semana2-SWAY	
13	9AM Ideer til essay ark 23 9AM Spelling test 13 1:15PM Propaganda GRASPS task 2PM Cultural production	15	9AM Læseprøve 4 9AM Nazi Medical Experimentation 9AM Report on what we have read in class in Aug- Dec 2019 9:15AM Participation -	17	9:20AM Macromolecule Lab 11:55PM FT-Semana3	18	19

ManageBac also allows parents to track student performance and feedback given on various assignments. By clicking the progress tab and choosing the relevant subjects (here, an example from individuals and societies), the students' progress is shown once uploaded by the teacher.



The assessment details include achievements measured against individual criteria as stated by the IB MYP, as well as a written justification of the levels awarded by the teacher.

ManageBac reflects a dynamic school life and changes will occur over the course of the year, so please check it regularly. At the start of the year information is mainly about events; homework and assignments will be added continuously throughout the year.

## Service as Action

Service as Action (SA) is an integrated part of what it means to be an MYP student at EIS. Students document their progress on ManageBac where providing evidence and reflection on their SA activities is a natural part of their school life. Meaningful SA projects help bring the learner profile alive in students and is an integrated part of experiencing EIS's mission statement. Projects may be of either an individual or a collaborative nature.

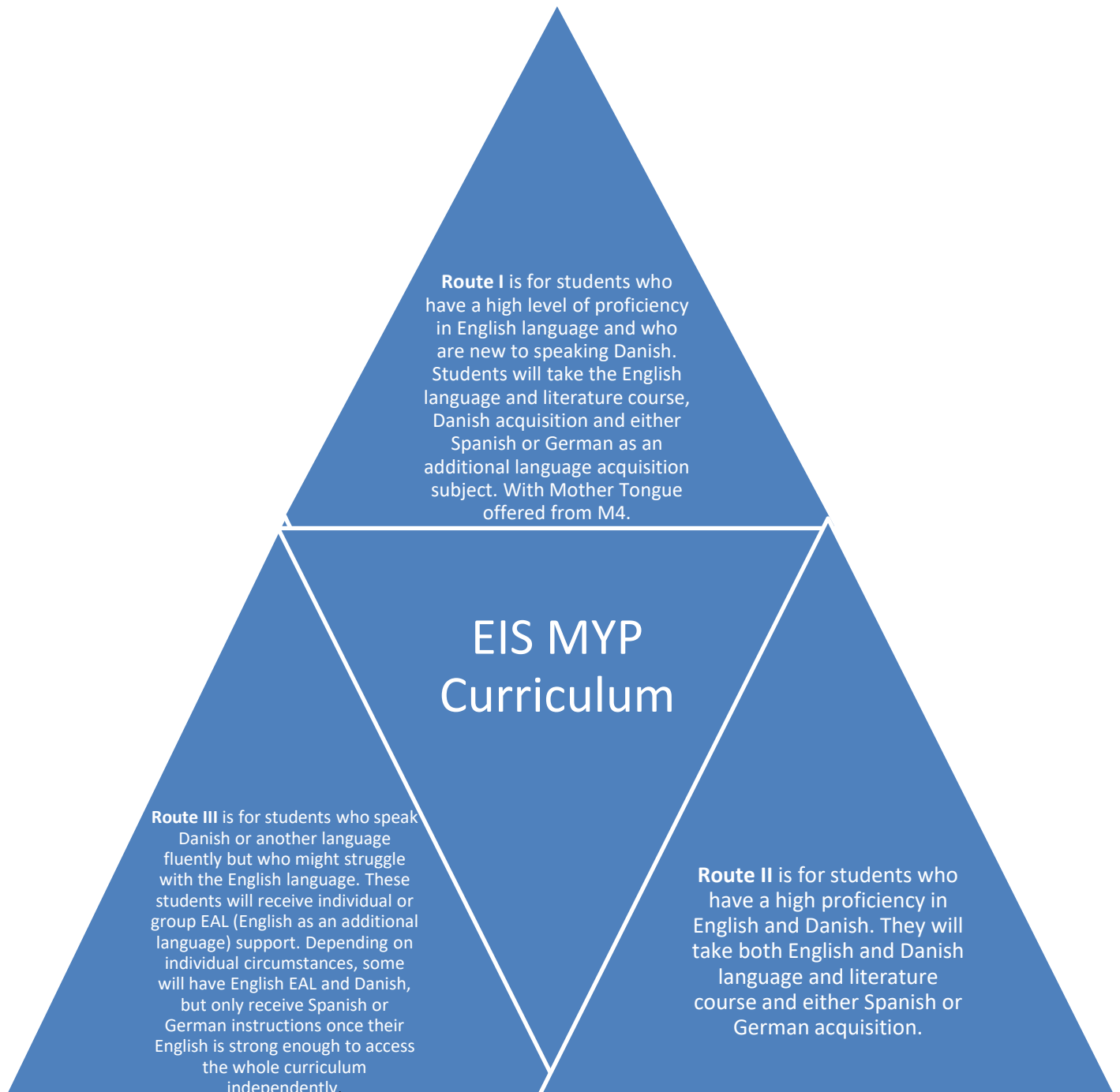
Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, and authenticating the need for this service. Students are required to engage with and reflect on service projects throughout their entire MYP experience, both through classroom opportunities and/or through out of school experiences. Our Week Without Walls week provides students with an opportunity to take Action, as well as our International Day where activities are linked to the UN SDG's.

Ideas for Service as Action could include:

- participation in LEGO events;
- participation in Week Without Walls;
- representing the Student Council;
- part of the Walk 4 Water service day;
- active participation in the refurbishment day at school or in the community;
- write a short story or blog about a topic;
- organize fundraisers;
- further their knowledge by reading a book and developing a summary (print or digital);
- watch a documentary and develop a summary (print or digital);
- teach someone else;
- create posters to raise awareness;
- make a video and show it to others;
- create a website;
- leading a workshop at International Day;
- speak during a class or whole school assembly;
- volunteer time to help and support members of the local community (sport, culture, church, etc.).

## Languages at EIS

We realise that many of our students come from multi-lingual families which is why we have different pathways to ensure that each child is given opportunities to access the unique, creative IB curriculum that we offer here at EIS. These are the pathways on offer:



## Pathways after EIS

<b>MYP 1 – 4</b>
<b>International Baccalaureate Middle Years Programme</b>
<ul style="list-style-type: none"> <li>• Assessment Week in November.</li> <li>• Internal Examination Week in May.</li> <li>• Summative Assessments in each subject for all four criteria in each Semester.</li> </ul>



<b>MYP 5</b>
<b>International Baccalaureate Middle Years Programme</b>
<ul style="list-style-type: none"> <li>• Assessment Week in November.</li> <li>• Personal Project.</li> <li>• Internal Examinations in Semester two (in some subjects).</li> <li>• Summative Assessments in each subject for all four criteria in each Semester.</li> <li>• Danish National Examinations* in Semester two (offered to Danish language and Literature students).</li> </ul>
Students graduate with an EIS Diploma in recognition of their secondary education. A transcript report is available that includes the final two-years of the MYP grades.
Meet our Further Education Guidance Counsellor to discuss alternative pathways.



<b>International Baccalaureate Diploma Programme</b>	<b>Danish Gymnasium STX - HHX – HTX</b>		
	* A 4-hour test in Danish, English, Math and Science to get accepted into a Danish Gymnasium.		
Choose six subjects to study for two years (DP1 and DP2)	<b>STX:</b> Dansk A Engelsk B Matematik B (C) Samfundsfag C Historie A Religion C Fysik C Idræt C Oldtidskundskab C 2. fremmedsprog B/A	<b>HHX:</b> Dansk A Engelsk A Matematik B (C) Samfundsfag C Historie B Virksomhedsøkonomi B Afsætning B International økonomi B Erhvervsjura C Informatik C 2. Fremmedsprog B/A	<b>HTX:</b> Dansk A Engelsk B Matematik B Samfundsfag C Biologi C Fysik B Kemi B Teknologihistorie C Kommunikation / It C Teknologi B Teknik A Idéhistorie B Informatik C
Three must be Higher Level (HL) and three must be Standard Level (SL)			
Group 1: Language A Group 2: Language B Group 3: Individual and Societies Group 4: Sciences Group 5: Mathematics Group 6: Arts or a second subject for any other group.			
ToK/ CAS Extended Essay			

## Contact details

The MYP coordinator at EIS is Mrs. Nicola Zulu, who can be contacted by email on:  
[n.zulu@eis.school](mailto:n.zulu@eis.school)

Alternatively, the school office can be contacted at: +45 88 43 79